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CONNECTICUT AGRICULTURAL COLLEGE

REPORT
OF THE
TRUSTEES



MANSFIELD
CONN.

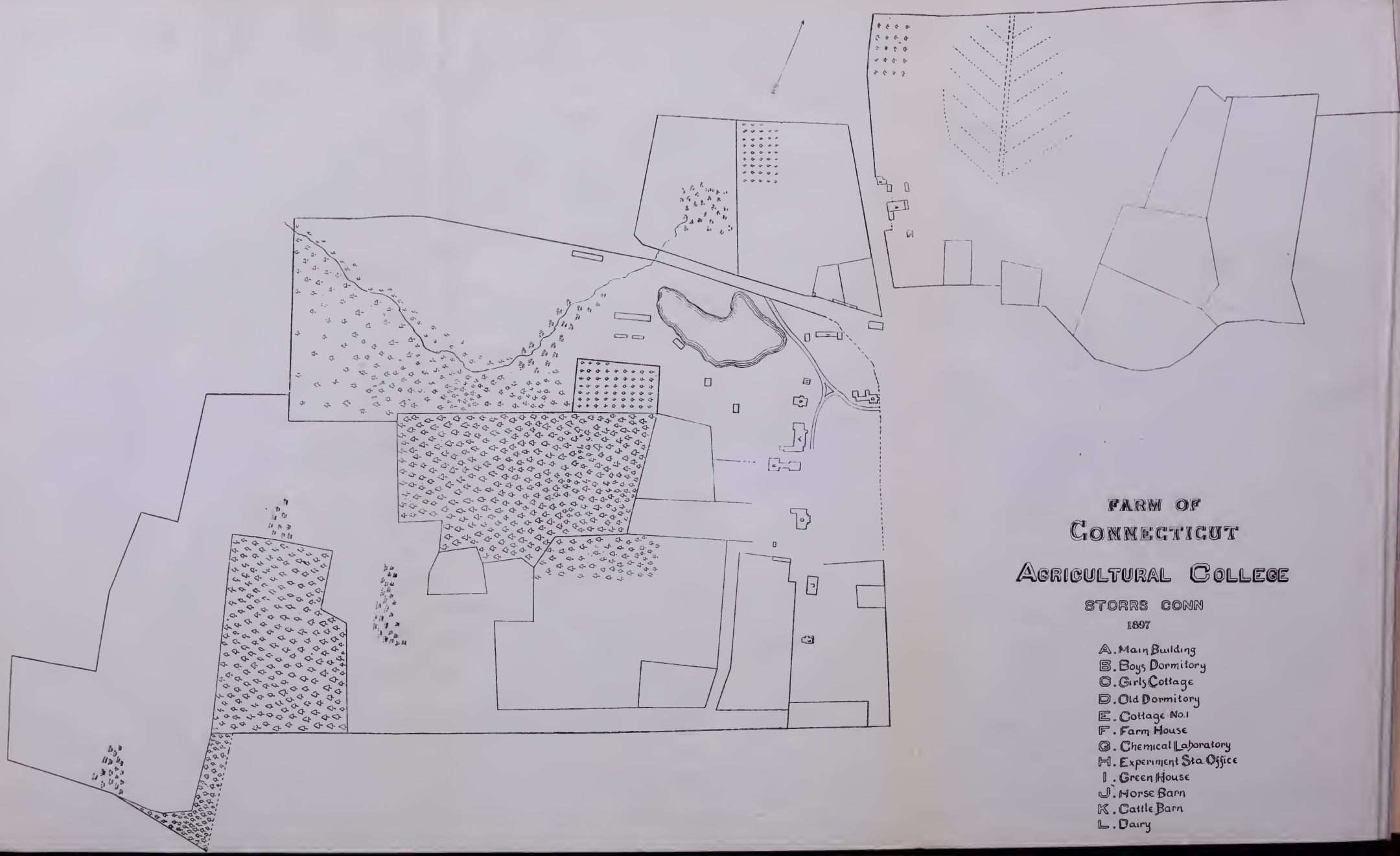
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FARM OF
CONNECTICUT
AGRICULTURAL COLLEGE

STORRS CONN
1897

- A. Main Building
- B. Boys Dormitory
- C. Girls Cottage
- D. Old Dormitory
- E. Cottage No. 1
- F. Farm House
- G. Chemical Laboratory
- H. Experiment Sta Office
- I. Green House
- J. Horse Barn
- K. Cattle Barn
- L. Dairy

ANNUAL REPORT
OF THE
TRUSTEES
OF THE
CONNECTICUT
AGRICULTURAL COLLEGE

AT
MANSFIELD, CONN.
(P. O. STORRS, CONN.)

*For the period embraced within the first day of December, 1898,
and November 30, 1899.*

PART I.

“When tillage begins, other arts follow. The farmers therefore are the
founders of human civilization.”—WEBSTER.

PRINTED BY ORDER OF THE LEGISLATURE.

HARTFORD, CONN.
Press of The Case, Lockwood & Brainard Company
1900.

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His Excellency GOVERNOR GEORGE E. LOUNSBURY,
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Appointed by the Senate.

Term Expires in 1901.

William E. Simonds,	Canton,	Hartford County.
Theodore S. Gold,	West Cornwall,	Litchfield County.
Stephen S. Bowen,	Eastford,	Windham County

Term Expires in 1903.

E. Stevens Henry,	Rockville,	Tolland County.
William D. Holman,	West Willington,	Tolland County.
George A. Hopson,	East Wallingford,	New Haven County.

Elected by the Alumni.

Martin M. Frisbie,	Southington.	Hartford County.
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Elected by the Board of Agriculture.

Term Expires in 1900.

Edmund Halladay,	Suffield,	Hartford County.
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Ex Officio, Director of The Connecticut Experiment Station.

Edward H. Jenkins,	New Haven,	New Haven County.
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STEPHEN O. BOWEN,
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THEODORE S. GOLD.

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THE STORRS EXPERIMENT STATION.

(Storrs, Conn.)

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FRANCIS G. BENEDICT, PH.D.,
Professor of Chemistry.

PHILIP B. HAWK, B.S.,
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HERBERT KIRKPATRICK, B.A.,
Assistant Agriculturist.

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THEODORE S. GOLD,
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GEORGE W. FLINT,
(President of College).

WILLIAM D. HOLMAN,
Treasurer.

State of Connecticut.

REPORT.

“As it is impossible that an enterprise like that of agriculture can be exempt from casualties and accidents, a certain tranquillity of mind must be united with the necessary activity in order to secure a happy life. Whether this be attained by the consolations of philosophy or religion, the agriculturist must learn to support misfortune with resignation; he must forget all the evils which it was impossible to foresee, all those hopes which have ended in disappointment, as soon as he has, by the adoption of prudent regulations, diminished as much as possible their annoying consequences.” (Albert D. Thaer, *Principles of Agriculture*.)

To His Excellency, GEORGE E. LOUNSBURY, Governor of Connecticut:

In presenting the annual report for 1899 we feel warranted in the statement that the College has made regular advancement in all its departments. Notwithstanding the requests from some of the instructors for fuller equipment, we desire to express our satisfaction with the conditions we are enabled to offer in every department of the College for instruction in those “branches of learning as are related to agriculture and the mechanic arts.” There is only one serious drawback to the full realization of this statement, and that one has been beyond the powers of the Trustees to control.

When Connecticut turned over to the College the funds of the United States Government for “teaching those branches of learning as are related to agriculture and the mechanic arts,” the State assumed the responsibility of providing for the College, so that it might fully meet the obligations of the State to the General Government. None of these funds were to be used for buildings or repairs. These must be provided by the

State. The growth of the College has been always in advance of the room in its dormitories and laboratories. The disappointment in not securing from the Legislature of Connecticut, a State so celebrated for its liberality in providing for education, the means required for a library building, drill room, or gymnasium, creamery, and cottages for residence of instructors, suggests to the Trustees that, as uncertain as may be the returns of agriculture to those who depend on it for a living, the case is more than matched by the failure of the General Assembly to provide for these necessities of the College, and we **must** look to the above quotation from von Thaer for comfort and hope.

The Trustees of the College need this happy frame of mind as well as any farmer does whose crops fail. We trust that the friends of agricultural education will renew their efforts and secure such ample appropriations as are needed.

The teaching force is sufficient to instruct a much larger number of students than we can accommodate in dormitories or classrooms. The Trustees appeal confidently to all intelligent citizens of the State to aid in securing a liberal appropriation from the next General Assembly, that the College be not dwarfed by meager accommodations.

The students come not alone from the farms, but agriculture, the basis of all industries, while it supplies men for other callings, in return is reinforced by those who turn back from the shop and trade to this primal industry of man.

Reference is made to the reports of the different departments of the College, showing the kind of education we offer, adapted to make good citizens, and upon such depends the honor and prosperity of the State.

Very respectfully submitted in behalf of the Trustees,
T. S. GOLD, *Secretary*.

REPORT OF THE PRESIDENT.

To the Trustees of The Connecticut Agricultural College:

GENTLEMEN: — I have the honor to transmit to you my second annual report as President of The Connecticut Agricultural College of the State of Connecticut, for the calendar year ending November 30, 1899.

I therefore respectfully submit the reports of heads of departments, and the annual catalogue for the college year 1899-1900.

The year has passed with no startling events or changes, but with a steady routine of work, which always results in progress; and, when that progress is measured, all conditions must of necessity be taken into the account.

General Remarks. — The foremost colleges, of whatever name, of the present day are those that have the most available means, and the largest and best equipment as a consequence of their means. No one is satisfied with what he has, unless it be the best. And this is right. All progress depends upon a wholesome discontent with the present surroundings, a holy desire for something better, more improved, higher in attainment.

The Congressional act of 1862 was "An Act donating Public Lands to the States to provide Colleges for the benefit of Agriculture and the Mechanic Arts," and this act declared "that their leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to Agriculture and the Mechanic Arts, in order to promote the liberal and

practical education of the industrial classes in the several pursuits and professions in life."

This gift of the Federal Government is presented to the several states on condition that the state accepting it provide a college, restrict the funds received from the Federal Government to special uses, and make this college special in its character.

The State of Connecticut, through agents authorized by itself, accepted this gift with the condition: First, to establish an institution of learning, a college in the full acceptance of what the term implies; second, that the State should then become responsible for its college as a part of its public school system.

The United States law, quoted above, specifies the kind of an institution demanded of each State that accepts the aid of the Federal Government, and accedes to the conditions. High grade and wide scope in education is the intent of the law. Such branches of learning as relate to *Agriculture* and the *Mechanic Arts* shall form an important part of the college curriculum, but other scientific and classical studies are demanded with equal emphasis. While a college of this character should abate neither one jot nor one tittle of the law in regard to learning, it is intended to have a wider scope in the training of the hand and eye, as a preparation for the varied industrial pursuits and professions; and no one, in these days of industrial activity, questions the importance of industrial education for those who are soon to fill the ranks of the wage-earners.

The farmer needs, and must have, a working knowledge of the best methods and the best machines, for producing the most potent results in the shortest time with the least labor, or his position will be in the rear of other crafts. But this does not exclude the mechanic from his share of popular education, at the State College, which the times imperatively demand.

Such a scheme for industrial education as has been estab-

lished by the act of 1862, and furthered by the act of 1890, must depend entirely upon State aid for the development of its plant. And our faith is implicit that the next General Assembly will carefully consider the needs of the State College and make ample provision for its necessary expansion.

Name. — Owing to the fact that the name, Storrs Agricultural College, was misleading to the Government officials at Washington, and that the State institution should be designated by such a title as to give it recognition at home and abroad, the last Legislature, 1898-99, changed the name from Storrs to The Connecticut Agricultural College.

The Faculty. — The faculty, with assistants, consists of nineteen persons. At the beginning of the college year there were added Mr. W. A. Stocking, Jr., farm superintendent; Mr. C. E. Myers, instructor in bookkeeping and College accountant; Mr. T. D. Knowles, principal of the preparatory department and instructor in physical culture, and Mr. R. W. Dallas, poultry-keeper and instructor in poultry culture. Mr. L. P. Chamberlain was transferred from the farm to the stewardship of the boarding department, in place of Miss L. E. Saxton, who resigned her position as matron August 1, 1899.

The College Curriculum. — The course of study for the College classes has been improved, and, as instructors testify, with good results.

To the Senior class was given an option on three courses, and these electives have excited much interest. We look forward to the time when the College curriculum may be greatly enriched; when students shall be better equipped at the start, and be able to follow more closely each his bent; and so receive greater advantages than can now be given in a limited course of study.

Student Labor. — The question of compulsory labor by the student body is well worth your consideration, both as to its

financial bearing upon the College, and its physical and intellectual results upon the students themselves.

All student labor at the College should be instructive in the highest sense, and should be reckoned an important part of any course required for a College degree. Give to students, dependent upon themselves from force of circumstances, every opportunity to "work their way"; but let this be granted to those who are in every way worthy of financial assistance, and not to those who are disorderly or indulge themselves in extravagant or bad habits.

Dwelling-Houses. — There is an ever-increasing demand for suitable cottages for occupancy by the instructors, in which they may find the comforts and conveniences of home life. If members of our faculty are forced to find quarters at inconvenient distances from the College, they labor under disadvantages in many respects, and the College loses much of their influence and society, both of which are very essential to the institution, on account of its location.

Mechanic Arts. — This department of the State College should have better accommodations, and better facilities for instruction and practice in manual training, to say nothing on the question of time devoted to this work.

The following letter to the President, from a member of the Senior class, in regard to "electives," voices the sentiment of many others:

"I came here for the purpose of becoming somewhat proficient in the 'Mechanic Arts,' as well as to learn something about the sciences connected with agriculture, but have been sadly disappointed so far. I believe that this crowding mechanics out of the course as much as possible is proving a great detriment to the College. And I assure you I am not the only one who thinks so. In my opinion, mechanics will be far more useful to me in managing a farm than the instruction in agriculture to be given this winter. . . . By keeping informed on

Experiment Station work one can keep increasing his knowledge of agriculture, but the opportunity for receiving practical instruction in mechanics, to be made useful on the farm, practically ends at close of the College course."

Dairy Course. — The short course in Dairying during the winter term is increasing in popularity, and I would respectfully refer your attention to the suggestions found in the report of that department.

The aim of each, and the combined effort of all, is to develop this plant into a college, with everything which that name implies; that no young man or woman of any wage-earning class may lack the opportunity to improve along the line of his individual talent.

For a clearer and more extensive view of the work of the institution during the past year, permit me to refer you to the reports of the several departments, where the work is set forth in greater detail.

Respectfully submitted,

GEORGE W. FLINT,

President.

REPORT OF THE DEPARTMENT OF AGRICULTURE.

President G. W. Flint:

SIR: — The plan of instruction which was outlined in my report for 1897 has now been followed for two years, and seems to be well suited to the needs of our institution. This plan was formulated originally by a committee of the American Association of Agricultural Colleges and Experiment Stations. The work of instruction at this institution has naturally separated itself into two divisions: (1) Crop Production and Farm Management, (2) Animal Industry and Dairying. The first division has been under my immediate direction, with the assistance of Mr. W. A. Stocking, Jr., who has aided in the work

of instruction with the Sophomore class. The subjects treated have been those which relate to the management of soils, and the production of the leading farm crops, together with the general principles of rural economy and farm management.

Instruction in the division of animal industry and dairying has been chiefly along the line of Dairy Industry. The importance of this branch of agriculture, within our State, emphasizes the necessity of making it one of the leading branches of our instruction. This work has been mainly under the charge of Mr. Beach, and will be found outlined in his report. In addition to the instruction with regular classes, the Short Course in Dairying is proving an important and successful feature. The chief drawback in this division is the lack of a fully equipped dairy building in which to carry on the laboratory and practical work. The present dairy building, which was designed only as an annex or wing to the main structure, is proving entirely inadequate to our needs. We trust that before another special class in dairying shall register the main structure may be completed.

Another important branch of animal industry is that of poultry culture. Since the retirement of Mr. W. L. Chamberlain this branch of work has been placed in charge of Mr. R. W. Dallas. In accordance with the instructions of the Trustees, the work in this division has been made largely instructive. Small flocks of six of the leading breeds of chickens were purchased early enough in the year 1899 to furnish eggs for hatching purposes. This foundation stock has given us flocks of sufficient size to be of great value for purposes of illustration during the present winter (1900). Three Cyphers incubators were also purchased, and have been used in the work of instruction. There is great need of a well equipped brooder-house for the artificial rearing of chicks. The present brooder-house is too low and damp and should be improved by the addition of a vermin-proof foundation, and a cement floor.

The work of the farm has consisted mainly in the production of feeds for the dairy herd, and of such staple farm products as might be needed by the boarding departments. By the action of the Board of Trustees, Mr. L. P. Chamberlain was relieved, on September 1st, from the position of farm superintendent, after fifteen years of faithful service. At the present time the farm is profiting by the important work done under his management, such as the breaking up of new fields, removal of rocks, and the general increase in the productiveness of the farm. The position of farm superintendent has been filled by the election of Mr. W. A. Stocking, Jr., a graduate of this College in the class of 1895, and later of the Agricultural Department of Cornell University.

It will be our aim to make the work of the farm, as far as possible, instructive to the students. This can be done to advantage only by having a full supply of the best modern tools and machinery, and a variety of different kinds and types of farm animals. Much of this kind of equipment is expensive, from the standpoint of financial profit, but it is vastly important from the standpoint of instruction. It is often a valuable means of instruction to have on the College farm such animals and tools, and sometimes to grow such crops, as will not yield a direct profit. While the use of student labor for the sake of getting work done is not advisable, yet as a means of familiarizing the students with the best ways of doing different farm operations, the labor system has a high value. I have indicated in former reports that the two great fields of operation for the farm should be that of instruction and experimentation. For example, such work as the mixing of fertilizers and their application to different crops, the best method of planting, cultivating, and harvesting crops can be more fully impressed when the student engages in the actual operations of the farm than by any amount of theoretical explanation.

One new field was laid out last year for plot experiments,

and a second field will be used the coming season. Field experiments on the effects of fertilizers on the yield and feeding value of farm crops is naturally an important line of investigation in the older states where the virgin fertility of the soil has been largely exhausted. Such experiments, together with the growing and use of forage crops, will constitute two of our leading lines of investigation. The practical experiments with the herd, made by Mr. Beach, on the relative profits of different types of dairy cows, have already attracted much attention. The result of these experiments will be published as a bulletin by the Experiment Station.

Owing to the setting off of quite a large portion of the farm for the use of the Horticultural Department and for general College purposes, such as landscape gardening, building sites, and athletic fields, the general area for farm purposes has been greatly reduced.

If the farm is to supply the dairy and farm products up to the full needs of the boarding departments, and the families on the grounds, it will soon be necessary to increase the cultivated area of the farm. This may be done either by breaking up and bringing under cultivation pasture lands, or by increasing the farm by purchase or lease. As the amount of available pasture lands for the herd is already too small, it would seem to be more advisable to add to the farm by purchase or lease.

Respectfully submitted,

CHARLES S. PHELPS,

Professor of Agriculture.

REPORT OF THE DAIRY DEPARTMENT.

President G. W. Flint:

SIR:— Since making my report a year ago our College herd has been infected by the disease tuberculosis. The orig-

inal source of infection is unknown, but we have reason to believe it was introduced by the purchase of an animal suffering with the disease. The first indication of the malady was in November of last year, when an animal, which up to that time had been smooth, plump, and healthy looking, began to decline, rapidly wasted away, and died inside of a month. The herd was tested with tuberculin, and fourteen animals responded to the test. This matter was reported to the Board of Trustees. Professor Phelps and myself admitted that the slaughter of these animals, followed by thorough disinfecting, would be the surest and quickest way of getting rid of this disease. But for the sake of instruction and illustration, not only to our students, but to the farmers of Connecticut as well, it seemed better in this case that the Bang method and treatment be adopted. This suggestion was finally agreed to, and the herd was divided into a "Healthy" and "Infected" herd, with separate barns, yards, pastures, and watering places. I include in this report the facts as given to the press at that time, not that it is anything new, but that it may here become a matter of record.

Facts Given to the Press. — The College herd has recently been tested with tuberculin and eleven animals out of twenty-five responded to the test. There is a prevailing opinion that the most productive dairy cows, on account of the greater tax upon their systems, are less hardy and more susceptible to tuberculosis than those only moderately productive. This opinion is not substantiated by our experience, as the following observations show.

If these cows are arranged in the order of their butter production, with the one having the highest yield first, then those designated by the following numbers reacted: Numbers 1, 2, 4, 8, 11, 13, 15, 18, 21, 22, and 25. Fifty per cent. fall in the half of the herd having the lowest records. In the same line it is interesting to note that one Jersey out of four, one Guern-

sey out of three, one Ayrshire out of four, and eight grades out of eleven responded to the test. And, according to type, two "Typical Dairy," four "Dairy," three "Lacking Digestive Capacity," and two "Beef Type" responded.

Great care has been taken to avoid the introduction of tuberculosis into the herd. The tuberculin test has been used frequently (once a year). All animals purchased have been tested before, or shortly after, coming into the herd. Up to the fall of 1898 we have had no animals respond, and no known case of tuberculosis. A year ago last November there was purchased an eight-year-old cow (No. 18) of a neighboring farmer. This man raised the cow from a calf, and reports that he never had a case of tuberculosis in his herd, and that he had never used the tuberculin test. Cow No. 18 was tested with tuberculin soon after purchased, and, not responding, and showing no physical signs of disease, was given a permanent place in the herd. A year later she commenced to refuse her feed, ran down rapidly, and died after one month's sickness. An autopsy showed a general and advanced case of tuberculosis. The herd was immediately tested with tuberculin, when eight cows responded, and again, after five months, when three more responded, or a total of eleven out of the twenty-five cows in the herd. The most plausible theory of infection to us is that cow No. 18 was, when purchased and tested with tuberculin, suffering with the disease in an advanced form, and for this reason did not respond to the tuberculin test. It is hardly reasonable to believe that in less than one year she could have contracted the disease, and that it should have developed to the extent that the autopsy showed. Dr. N. S. Mayo, our College veterinarian, reports: "Judging from the extent of the disease, and the number of encysted tubercles, I am of the opinion that the case was one of long standing."

Two courses are open to us in the management of the herd. First, to kill the infected animals; or, second, to isolate those

which respond to the tuberculin test, and keep them under the best sanitary conditions until they show some physical signs of breaking down. In order to form some idea as to the condition of the reacting animals, five of the eleven that responded were killed. The animals selected for slaughter were the ones that showed most markedly physical signs of disease. Four of the five had twice responded to the tuberculin test. The autopsy showed that the disease was, in each case, in the earlier stages of development. The mediastinal gland in each animal was affected, and, in addition, the bronchial gland in one case, and in two cases one lung each, in one animal slightly, and in the other seriously. The animals slaughtered showing so little affection, it was then determined to isolate the remainder of the reacting animals, and keep them under observation.

At present the reacting herd is quarantined in a barn adjacent to the one occupied by the healthy herd. This barn is well ventilated, and admits plenty of sunlight. The infected herd occupy a yard, pasture, and watering place separate from the healthy herd, and at no point do the two herds come in contact. As little communication as possible is permitted between the barns. The attendant who milks, feeds, and cares for these animals waits upon the healthy herd, and later, upon the infected herd, and only in this order. A special oversuit and shoes are provided to be worn by the attendant while at work in the stables occupied by the infected herd.

More stringent rules in regard to communication, even to complete isolation, could be made and enforced, but if this experiment is to be an object lesson of practical value the conditions must be such as could be applied upon any farm. — C. L. Beach.

Commenting on above, Hoard's "Dairyman" remarks: "It is fortunate for us that the Connecticut State College has been forced to take up this question."

In January, before the quarantine was established, the

Cattle Commissioner condemned one animal on a physical examination, and later, in June, five others were condemned, paid for, and slaughtered by the Commissioner. The post mortem showed the condition as detailed above. The rest of these animals are in an apparently healthy condition. The milk from the "infected herd" is pasteurized by heating it to 160° F., and is then used for butter-making. The calves dropped in this herd are fed on pasteurized milk, and five are, up to date, healthy animals.

The healthy herd was retested on December 8, 1899, with tuberculin. One cow responded on this date. It is a question, I think, whether this new case was the result of infection during the summer from the "infected herd," as the result of a too lax quarantine, or whether it might have been an incipient case when the herd was previously tested that has developed since. Should further developments indicate that our quarantine is too lax, other precautions will be adopted. But the writer has urged, if this method of controlling tuberculosis is to be of practical value, that the conditions must be such as could be adopted or applied on any farm.

While the result so far is not all that one could wish for, it will be admitted, I think, that to show whether this disease can or cannot be controlled by a practical quarantine will, in either case, be a successful experiment.

At their July meeting the Board set aside \$600 to be used in the purchase of registered stock. It has been thought best not to use this money until we have tuberculosis under complete control in the healthy division of the herd.

Sale of Dairy Products. — Our creamery ledger shows sales of dairy products to the amount of \$2,506.56 during the year; about one-third to the families of the faculty, and the rest to the boarding department.

SALES, DECEMBER 1, 1898, TO DECEMBER 1, 1899.

Sold to families of the Faculty, dairy products, ...	\$825.55	
Sold to Boarding Club, ...	1,266.65	
Sold to Grove Cottage, ...	201.76	
Sold to Cooking School, ...	15.87	
Sold to Farm, skim milk, ...	109.34	
Sold to Allen & Worth, ...	87.39	
		\$2,506.56
Bought of Mansfield Creamery, ...	\$244.91	
Bought of Valentine Estate, ...	292.65	
Bought of C. H. Savage, ...	202.28	
Bought of College Herd, ...	1,766.72	
		\$2,506.56

Our records show that the herd contained an average of twenty-two cows for the year and brought in an average income of \$80.30 per head.

The products of the herd have more than supplied the wants of the College proper, but purchases have been made to supply the families.

The number of cows will be increased the coming year by six two-year-old heifers of our own raising, but this must be the limit of our production, until more stable-room is available.

Dairy School. — The third session of the Short Course Dairy School opened January 2, 1900.

The first year two students took advantage of the course. Last year six students were in attendance, and this year ten students are taking the course. This course is designed to meet the wants of young men who are unable to take advantage of a longer collegiate course and yet desire a better preparation than can be obtained by practice alone. This course is also planned for young men who intend to engage in dairying upon the farm or in creamery practice. It is the aim to make the instruction as practical as possible, and for this reason, practice with the Babcock test, daily work in the creamery,

and in judging dairy cows is depended upon quite as much as classroom work.

Should the course prosper, it will be only fitting that these young men receive some reward or certificate on completing this work. I am in favor of granting a certificate only after a year or two years of successful work after leaving school. If the student engage upon a dairy farm, let him make monthly reports to this department of the individual production of the dairy herd of which he has charge, the rations fed, etc. If the student engage in creamery work, let him report on blanks furnished the operators of his creamery. Let the instructor visit these students once a year, when they reside within the State, and inspect their work and make suggestions for their good. Then grant certificates only after two years of successful work. This method will have the advantage of making the certificates of some value to the owner, and will also protect the College against those who do not make the most of their opportunities.

The College Herd. — This year, as last, the hay and grain have been weighed separately to each animal in the herd; the milk weighed twice a day, and samples taken and tested by the Babcock test.

This necessitates considerable extra labor and expense which, I believe, is more than offset by the value of the results. The herd becomes of great value as an object lesson in the studying and judging of dairy cows.

No. of Cow.	Cost of Food at Market Prices.	Cost of Food + Cost of Labor (estimated at \$24.10).	Value of Pro- ducts (Butter at 25 cts. per lb and Skim-milk at 20 cts. per cwt.)	Net Profit.	Butter Produced, lbs.	Milk Produced, lbs.
1	\$47.97	\$73.89	\$108.10	\$34.21	390	6,361
2	44.28	68.38	101.71	33.33	369	5,681
3	36.46	60.56	92.49	31.93	337	4,946
4	43.56	67.66	90.74	23.08	333	4,496
5	47.20	71.30	93.80	22.50	342	5,982
6	45.01	69.11	91.60	22.49	321	6,852
7	38.70	62.80	83.28	20.48	299	5,120
8	41.13	65.23	79.26	14.03	288	4,356
9	50.39	74.49	88.05	13.54	314	5,733
10	44.56	68.66	81.28	12.62	291	5,151
11	43.81	67.91	80.03	12.12	283	5,570
12	49.67	73.77	82.60	8.83	292	5,767
13	47.56	71.66	80.30	8.64	291	4,529
14	43.33	67.44	75.70	8.26	273	4,470
15	44.11	68.21	76.22	8.01	263	6,281
16	48.38	72.48	78.39	5.91	280	5,035
17	35.74	59.84	61.27	2.43	223	3,312
18	42.15	66.25	62.23	-4.02	214	5,244
19	35.53	59.63	49.54	-10.09	180	2,724
20	33.58	57.68	32.74	-24.94	120	1,644
Av.	\$43.24	\$67.34	\$79.45	\$12.11	285	4,912

The above record shows that there are some cows in the herd that are unprofitable, and some even kept at a loss, when labor is taken into consideration. Several of these cows are registered animals, and for purposes of illustration and instruction are as valuable as those that yield larger returns, although they reduce the average production and profit of the herd.

This department has undertaken the study of five or six herds in the immediate vicinity of the College for the next year, offering to furnish blanks for milk records, bottles for milk samples, and also offering to test these samples by the Babcock test, all free of charge. It is hoped this work may bring the College in closer touch with the farmers in this immediate vicinity, and these individual records of seventy-five to

eighty cows will furnish our students greater opportunities for studying and judging dairy cows whose records are known.

In addition to my teaching and regular work of the College I have prepared a bulletin for the Experiment Station, on "A Study of Dairy Cows," also have attended and addressed a number of Farmers' Institutes.

The records and results of the College herd have been prepared for, and have circulated quite extensively in, the agricultural press.

Respectfully submitted,
CHARLES L. BEACH,
Instructor in Dairying.

REPORT OF THE DEPARTMENT OF HORTICULTURE.

President G. W. Flint:

SIR:— The class work in this department has varied but little in amount or character from that of last year. However, the new schedule brings much more of this work into the winter term. It is also intended to increase the amount of class or laboratory work for those members of the Senior class that elect the Horticultural Course. This department is greatly in need of a proper place in which to carry on special work.

The student labor in this department, not needed for care of the grounds and crops, has been used largely in grading new portions of the campus, and in planting trees and shrubs for permanent growth. This work will go on as fast as the campus is ready for final planting.

The special work of the summer term students was underdraining the athletic field. The ditches were dug by outside labor. But all laying out, grading, putting in tile, and filling

was done by the students. Approximately, two hundred rods of tile-draining were completed.

This work, as well as all other done by this department, has been accurately plotted and recorded, so that at any time in the future anyone familiar with the grounds can locate the drains.

During the past year a set of models of types of vegetables, similar to those of fruits obtained two years ago, has been made for the College by the same artist. We are now quite independent of season, with specimens mounted for class work or study.

Just before the close of the year this department was authorized by the Board of Trustees to select a proper site for a commercial apple orchard. This will be needed in the near future to supply fruit for the College, as the fruit trees now on the campus will sooner or later be removed.

After much deliberation a tract of land was selected at the west end of the "Crane Farm." It contains about ten acres nearly square in form, well elevated and protected, and in fair condition. This was all plowed, and some of the surface stone removed before winter set in. It is intended to plant the trees early in the spring. The trees to be set will all come from the College nursery.

Several of the methods used by orchardists will be employed in the growth of this orchard. But to make it a paying investment will be the end to be strictly kept in view.

Much of the detail work of this department has been looked after by my assistant, Mr. Walter A. Warren. It being his second year in this position, his familiarity with its duties makes his labor very satisfactory. The choice of Mr. Fred J. Baldwin, a Junior, to assist in the greenhouse and on the lawns, was a very fortunate selection.

Respectfully submitted,

ALFRED G. GULLEY,

Professor of Horticulture.

REPORT OF THE DEPARTMENT OF RHETORIC,
ENGLISH LITERATURE, ELOCUTION, AND
ETHICS.

President G. W. Flint:

SIR:— This is my third annual report. English is the only language taught here; and it is designed that, as soon as possible, the inducements and facilities for its study shall be made second to none offered elsewhere. Improvement in the English part of our library is immediately reflected in the results achieved by the classes in English. It therefore is a cause for the greatest gratification that, from time to time during the past year, but particularly recently, there have been added to our library a considerable number of books for the especial benefit of readers and students of English. Other books have been recommended, and are being secured as fast as the resources of our library permit.

Along with the promotion of good reading among the students, and of their power to express their thoughts in good English, the greatest effort has been made to develop forcible and pleasing speakers. To this end the students in the two lower College classes, and those in the preparatory department, have been required to speak at public exhibitions three times during the year. This new rule will be followed in the future, and the improvement in the speaking ability of the students thus secured will make possible more advanced training during the last two years of the College course.

Much importance, from the first, has been attached to the addresses delivered at our chapel services by the members of each Senior class. The greatest interest has been shown, and the preparation has been most painstaking. It is not uncommon for an address to be reconsidered and rewritten three times; a large number have been so treated five times; and three, seven times. But the delivery of these addresses has been from memory.

To supplement this training of the Seniors, extemporaneous speaking has been introduced during the past year. No one was asked to speak extemporaneously until the beginning of the winter term. At that time each Senior had prepared and delivered an address at one of the chapel services, and therefore had arrived at some definite conception of the elements which go to constitute successful public speaking. And each had been given experience in extemporaneous speech at one or more of our class exercises before being called upon to speak at the evening chapel service.

The chapel services began at a quarter before six o'clock. In the morning I notified the students who were going to speak to come to me at five o'clock for the assignment of their subjects. Time enough was thus given for each speaker to collect and organize his thoughts, but not enough for writing and memorizing. Subjects of great variety were assigned, but only such subjects as could be treated profitably and interestingly in the three to five minutes allowed. To each student was given the subject upon which he seemed at the moment best fitted to speak.

Some of the extemporaneous speeches thus given were excellent. And experience in this form of address is to be made a permanent feature of the future training of our Seniors.

Because of their promise, therefore, these three things — the improvement in our library for English study, the attention now paid to speaking in the preparatory department and in the first two years of the College course, and the introduction of public extemporaneous address in the Senior year — may be found worthy of your notice.

My instruction the past year has been confined, as before, to the Junior and Senior classes, and has had to do with my original subjects. And since the following announcement of the different courses given by me may, perhaps, sufficiently indicate the more prominent features of my instruction, it is placed here before you.

JUNIOR CLASS. SUBJECTS: RHETORIC AND ELOCUTION.

Rhetoric. — Three terms, three hours a week. Three essays.

Two text-books are used in this course, Waddy's "Elements of Composition and Rhetoric," followed by Hill's "Foundations of Rhetoric." The students write constantly, and their writing tests their mastery of the text-books.

Outside reading is assigned from week to week, and each term every student chooses a good book which he, in writing, critically reviews.

There are lectures. The instructor reads and discusses masterpieces of English. And critical help is given each student.

In this course English is studied about equally for the joy and utility of its mastery, and for the awakening or the quickening of the love of good reading.

Elocution. — Three terms, one hour a week, and private appointments with each student. For the technique of delivery, no text-book is used. ("Practical Elocution," by Fulton and Trueblood, is referred to for special points, but is not bought by the students.) But for the basal philosophy of delivery, and for practice in reading aloud, the students study Curry's "Lessons in Vocal Expression."

The course begins with the rudiments of pantomimic training — education in the language addressed to the eye in public speech. It then takes up vocal training — education in the language addressed to the ear. And its ultimate effort is to co-ordinate these two great elements of delivery.

Public "rhetoricals," in which every member of the class takes part, are given each term.

The aim of this course is practical, to promote good address.

SENIOR CLASS. SUBJECTS: ENGLISH LITERATURE, ELOCUTION, AND ETHICS.

English Literature. — Fall and winter terms, three hours a week. A comprehensive essay.

Three text-books are used in this course: "English Literature," by Stopford A. Brooke, with which is bound Harriet L. Mason's "Student's Readings and Questions in English Literature"; "An Introduction to the Study of American Literature," by Brander Matthews, and "From Chaucer to Arnold, Types of Literary Art in Prose and Verse," by Andrew J. George.

The students fix the different periods by identifying their leading writers, and by reading examples of what these writers have written. And this takes them beyond these text-books.

Notes are made. There are frequent twenty-minute, half-hour, and hour reports. And these reports of the reading done are written in class, and from memory alone. Each student also chooses one modern writer, studies his life and works, and, on or before March 1st, presents his results in a comprehensive essay. And with this essay is submitted a careful bibliography of the reading done in its preparation.

During January sections from the preliminary notes of these comprehensive essays are reported to the class. And careful notes on these reports are made by the students, in order that all may benefit by what each does. The text-books contain excellent bibliographical material. And the text-books and notes together are intended to furnish intelligent guidance in fuller reading after graduation.

The writing of each student receives careful criticism. But, apart from criticism, the chief office of the instructor is guidance and suggestion. This includes introductory lectures on books and reading, and the continuance of the reading and discussion of English masterpieces begun in the Junior year.

In this course, English is studied about equally to give increased command of English speech, to give good training in research, and to enrich those resources in the students which, in after years, shall help them to keep the company of the noblest minds.

Elocution. — Fall term, one hour a week.

This course advances from the rudiments of pantomimic training into the more elaborate parts of the language to the eye. In vocal training, also, it continues the cultivation of the language to the ear. And it undertakes, in the case of each student, to carry the co-ordination of these two great elements of delivery up as far as possible from the lower into the higher forms of address.

Senior Addresses. — Three terms. Three addresses. Private appointments with each student. Each member of the class prepares one address each term, and delivers it in public without notes.

Subjects are chosen which are of peculiar interest to the students themselves, and about which they have acquired some previous knowledge through reading, travel, or study. They are chosen, so far as possible, for their timeliness, and they are treated with especial reference to the audience expected.

The greatest care is used in preparation. The subjects are chosen six weeks before the date of delivery, and both writing and delivery receive the constant criticism and suggestion of the instructor.

The Senior addresses are of the utmost value, both as a means of discipline in themselves, and as giving practical point to the instruction in English and elocution.

Extemporaneous Speaking. — Winter and spring terms. Members of the class, at the discretion of the instructor, are asked to speak extemporaneously in public. The shortest reasonable notice is given; the object being to keep the preparation entirely free from writing and memorizing.

The subjects assigned each are those upon which the students are naturally prepared by experience, or by recent reading and study, to speak.

This exercise is intended to turn to ready account the training afforded by the Senior addresses, and to develop the ability of each member of the class to think and to express thought, pointedly and progressively, under circumstances quite as trying as those likely to be found at the grange assembly, at the political caucus, or at the town meeting.

Ethics. — Spring term, two hours a week. A thesis. Here the text-book is Janét's "Elements of Morals." Muirhead also is read, and other reading is provided and encouraged.

Reports and digests of this reading are written from memory in class. Besides, each student chooses a special topic in ethical fact, or theory, does a careful piece of research, and, as early as two weeks before Commencement, presents his results in a thesis.

Also there are lectures, as the exigencies of the course either permit or demand.

In this course, ethics is studied as the science of conduct.

If, in addition to the above announcement and the preceding remarks, you should be interested to review the pedagogic aims and principles involved in my instruction, I would refer you to a rather full discussion of them in my first report, to be found in the Annual Report for 1897, pages 27 to 39. Or, if you should prefer it, a short summary of the variety and character of the training afforded by my courses may be found in the Annual Report for 1898, pages 18 to 19.

Respectfully submitted,

RUFUS WHITTAKER STIMSON,

Professor of Rhetoric, English Literature, and Ethics.

REPORT OF THE DEPARTMENT OF CHEMISTRY
AND PHYSICS.

President G. W. Flint:

SIR: — The work of the department over which it is my privilege to preside has, in general, continued along the lines marked out in past years. The introduction of electives for members of the Senior class has made it possible to provide more extended courses for those who wish further work in chemistry and physics.

The schedule, as arranged at present, provides for one term of five exercises per week for chemistry in the second term of the Freshman year. This work consists of text-book and lecture demonstrations. An occasional period is given to laboratory manipulations, so that the student carries on experimental knowledge in subjects introduced by the text-book. This is followed in the spring term by a course in qualitative analysis in the laboratory.

By this arrangement, students who enter College at the opening of their Sophomore year miss these two terms of work; which are fundamental to all their future work in chemistry during the course. To provide for such students a special class was formed during the fall term, and the text-book was gone over as rapidly as possible, and one afternoon a week given to laboratory work. While this is not altogether satisfactory, it seems the best arrangement possible at present. While one division was taking this work the other division that had finished the work took up a short course in physical geography at the same hour.

The subject of physics was studied by the Sophomore class during the fall term, for a period of one hour and a half per week for laboratory manipulations. This work I regard as of great utility, and prepares the student for the work of the term following, in the text-book, which is pursued for two hours per

week during the winter term. This is continued in the fall term of the Junior year, when the subject is completed, except the chapters on electricity, which it is proposed to extend considerably, and to offer as an elective during the Senior year. In order to provide for this special elective course in electricity it will be very desirable to have a considerable addition to the present equipment in that line of work. With this prospect before us, the work in the subject of physics will receive a much more adequate treatment than has been possible in past years.

In the department of chemistry, to the Sophomore class is given a course in volumetric analysis for a laboratory period of two hours per week during the winter term. The training that this course provides in the way of careful, exact manipulations, and the training it provides in mathematical work and in logical processes makes it of special value from a pedagogical point of view, as well as of value as a training in the science of chemistry.

During the spring term of the Junior year a course in agricultural chemistry is provided, which, for want of a suitable text-book, is given in the form of lectures. This course is appropriately followed by an elective course, during the Senior year, of quantitative analysis. This work comprehends a thorough drill in the analysis of fertilizers, of soils, of feeding products, and other matters closely connected with practical farming.

An elective course is offered during this year, also, for the young women of the Senior class, in the quantitative examination of foods, determination of adulteration of food products, and general consideration of chemistry as related to domestic science.

During the past year, a term of work in mathematical problems related to the science of physics was provided for the Senior class. This is a practical study of great value, and was pursued with excellent results by the class of 1900. It is a

pleasure to commend the special excellence of the final paper submitted by one of the class, Miss Edna M. Nason, which was a solution of twenty-five problems selected from various sources.

Provision is made for a course in Meteorology for the Senior class, which will be in extent and thoroughness much more satisfactory than the brief time allowed for this subject in past years.

This brief sketch of the various lines of study and research, carried on in the laboratory of the chemical department, is but a suggestion of the variety of interests that gather about this department.

Owing to the lack of suitable recitation rooms in other buildings, this building has accommodated classes for Mr. Beach in dairy work; also lectures are given by Dr. Mayo, and laboratory work, in bacteriology; and it provides an office and storeroom for the veterinary department. In order to accommodate these various demands upon the chemical laboratory it is very desirable to have the heating facilities adequate to the demands. The present heating outfit was not intended to provide for more than one story of this building, and at present we need to have the use of the upper story the entire year, and the present heating facilities are not sufficient for this. There should be an enlargement of the heating plant as soon as possible.

In addition to the foregoing work with the regular classes of the College, this department has undertaken to provide a course in physical and commercial geography for the students of the preparatory department. This is given in a series of text-books with two periods a week during the College year.

Respectfully submitted,

ARTHUR B. PEEBLES,

Professor of Chemistry and Physics.

REPORT OF THE DEPARTMENT OF NATURAL SCIENCE, POLITICAL ECONOMY, AND CIVICS.

President G. W. Flint:

SIR: — I am again reminded that another year's work has been completed, and that it becomes my duty to give account of my stewardship in the year just closed.

My work is entirely with the two upper classes, and during the past year has been in the same lines as in preceding years, and includes Geology, Mineralogy, Zoölogy, Ornithology, Political Economy, Economic Entomology, and Civil Government; and in a general way my report of a year ago could be made to cover the work of the year just closed. Yet we trust that there has been marked improvement, for in these days of progress it is a very poor workman that does not do his work much better each succeeding year.

The course is so crowded, and so many important subjects are clamoring for place in the list of studies, that I find myself much hampered by the lack of time for the satisfactory development of any one of the above branches.

Perhaps in my teaching no other subject has brought so much of satisfaction as Economic Entomology, which was pursued during the entire eight weeks of the midsummer term; as this was an ideal period for that work, and indeed the only time of the year when this subject can be studied to the very best advantage; for then we live in the midst of a wealth of insect life, and the conditions for study could not be more favorable, so far as our surroundings are concerned, than those under which we work here, for the orchards, gardens, fields, meadows, and forests are convenient of access, and always abound with insect life, thrusting itself upon the attention of the honest student.

The aim has been to gain a general knowledge of the insect world, and more particularly of the destructive pests; and

to this end the students give special attention to making collections of the principal forms that are available during the summer term, and to familiarizing themselves with the life, history, and more destructive habits of the most important pests, and the most recent information as to how their ravages may best be checked.

The class made individual collections as part of the required work of the term. These they are required to mount properly and name, and at the close of the summer term their collections are submitted to a committee, and the three best collections are labeled and placed in the College Museum for the coming year.

Mr. A. V. Osmun of Danbury won first place in this contest; Miss Edna M. Nason of Gurleyville, second, and F. J. Baldwin of Watertown, third.

In addition to the work in Entomology, one day each week during the summer term was given to Economic Ornithology. In this work two phases of the subject were kept constantly in view; to become familiar with the common birds about us, and their economic relations to man. During the brief time allowed to this very important subject the live birds were studied in their native haunts, as well as the mounted specimens of the museum. Some attention was given to the anatomy and physiology of birds, their classification and distribution, but our time was chiefly occupied with the subject of what birds eat, and hence their economic relations to man.

The Biological Survey of the Department of Agriculture, Washington, D. C., has made very extensive investigations of the food habits of a large portion of our birds, examining the contents of their stomachs at all seasons of the year, in all quarters of the United States, and thus has gathered very reliable information as to what the birds eat, what ones are man's enemies, and what are his friends, what are destroyers of noxious animals or insects, and what birds prey upon the products of the farm, orchard, or garden.

Large use was made of this exceedingly valuable fund of information in our study of bird life, and in its bearing upon economic questions.

A large number of our native birds are already mounted and on exhibition in the museum, and we hope ere long to have specimens of all of our Connecticut birds in the collection. We have them mounted in pairs, so as to show the differences in the sexes, which is often very great, so great that the male and female are often entirely unlike in color, size, or markings.

The rest of the animal kingdom, corals, starfish, worms, fish, reptiles, and animals, has received its due share of time.

The course in Geology and Mineralogy was much the same as during the previous year, except that more excursions were made into the fields and hills, among the rocks and ledges, for special study of rocks and minerals and geological phenomena. The study has been changed to the fall term, and since Geology is preëminently an outdoor study, the pleasant days of that season of the year and the condition of the ground suitable for walking are much more favorable to the study than either winter or spring.

Large use was made of the lanterns and slides to illustrate geological phenomena which are not found in this vicinity. Here, as elsewhere, we hope to improve the course of instruction by more equipment, and more time for the subject.

In Civil Government and Political Economy each study is carried through one term, with as many lessons per week as time will allow, and the fundamental principles of each subject are considered, and a substantial beginning made, in the understanding of the facts which underlie our citizenship, the constitution and laws of the State, and of the United States, and the economic questions which surround the progress and the complex conditions under which we live.

These subjects open up a new phase of life to the student and widen his horizon in his personal relations as a citizen of

State and nation, and we trust that these very important studies will bear their due share in the making of the men and women of the future.

No small item of my work during the year, aside from my teaching, collecting new specimens, and re-arranging and re-labeling the natural history collections in the museum, has been a large correspondence in answering inquiries concerning insect life. Many specimens have been received, and inquiries made, and information asked concerning all sorts of insects and other animals, both noxious and beneficial.

Respectfully submitted,

BENJAMIN F. KOONS,

Professor of Natural Science, Political Economy, and Civics.

REPORT OF THE DEPARTMENT OF MATHEMATICS, HISTORY, AND FREE-HAND DRAWING.

President G. W. Flint:

SIR: — The subjects in which I give instruction are Mathematics, European History, and Free-hand Drawing. In most of these the courses are the same as last year. In the Senior Mathematics the work is almost entirely new. The Junior, Sophomore, and Freshman classes are pursuing their studies under me in the order outlined in my last annual report. Arithmetic is confined to the preparatory class, and the transition to the new schedule is now completed.

The subjects, classes, and hours appear below:

Algebra. — Freshman class, four hours a week, three terms. This class studies, in addition to the fundamental processes of Algebra, the various forms of equations, roots, powers, proportion, progressions, the binomial theorem, logarithms, permutations, and combinations. The theory of geometric progression is developed and applied extensively to the solution

of problems in annuities, accumulative investments, endowments, and bonds. Especial attention is given to the equations, because of their frequent occurrence in more advanced subjects.

Plane Geometry. — Sophomore class, four hours a week, three terms. In this all the theorems are demonstrated, and considerable practice is given in plotting and working examples. A portion of the time of the spring term will be employed in "pacing-survey" and in "hand-leveling."

Solid Geometry. — Junior class, three hours, fall term. Theorems of lines, planes, and solids are studied, and examples are given in finding areas and volumes of solids. Facilities for teaching this subject have been increased by the addition of new models. A part of this course has been surveying, *i. e.*, the class learned to calculate areas by latitude and departure, and in parties of two surveyed two fields each.

Trigonometry. — Junior class, three hours a week, winter term. All of plane trigonometry is covered, and so much of the spherical as time will allow.

Senior Mathematics. — Five hours a week, two terms. This course will be theoretical during the winter term, and practical during the spring term. The theory will include instruments and their uses, kinds of surveying and problems, as given in Raymond's Plane Surveying; railroad curves and railroad surveying, as set forth in Searles' Field Engineering, and theory and practice in computing earthwork excavations. The spring term will be employed in field work, and in reducing the observations. It is expected that each student will become proficient in the various positions in a surveying party. The young men of the Senior class, with one exception, have elected this subject, and for them the course should be educational in the way in which all mathematical studies are — training the mind to difficult and precise reasoning. And, furthermore, it is expected that the field work will afford a kind of executive

training, which will be of value in any occupation, and that it will be necessary for each student to systematize his work in order to deal with a multitude of details. It is this training, as well as the subjects studied, which has made engineers managers.

The quantity and the quality of the work in Algebra, Geometry, and Surveying shows a great improvement upon my course of two years ago. The time given to each study is now ample for the field to be covered.

European History. — The Sophomore and Freshman classes united twice a week during the fall term to form this history class. Professor Adams' new European History was used as a text-book. The class hour was utilized, for the most part, in discussing the subjects assigned for study. Each member of the class was required to write on special cards provided for the purpose, ten questions covering what in his opinion were the chief points. This was done partly for the practice of selecting the essential points of the lesson, and partly in lieu of daily recitations, which in so large a class were not feasible. In so brief a study of so long a period, beginning with prehistoric man, and tracing roughly his development through the early nations of Western Asia, and through Egypt, Greece, and Rome, and well on into the Middle Ages, a full statement of facts has not been possible, but it has been within our reach, and it has been my constant endeavor to furnish such an outline of history, and to arouse such interest as may lead a student to understand, more or less adequately, a reference to historical matter, and as may lead him in future time to read history for his cultivation and pleasure. In addition, each member of the class has prepared a paper upon some topic connected with our study. Here the work was individualized by assigning a separate subject to each student, and by inducing him to use all the means at our disposal to inform himself upon his topic. (Histories, biographies, encyclopaedias, historical novels, and

the magazines, in recent years so rich in historical articles, are the chief means at our disposal.) After making a preliminary report upon his topic he made his composition from his notes, and in some cases with such full treatment as to double or triple the minimum requirement.

About thirty members of the class went with me to the Slater Memorial building, Norwich, for a day's visit, and by the courtesy of the officers of that institution were cordially welcomed and instructed in regard to the collections. The city itself furnished ample illustrations of styles of architecture.

Free-hand Drawing. — Freshman class, two hours a week, fall term. This is one of the few subjects in which it is possible to see from week to week whether there is any improvement in the student's work. Instruction is entirely individual, likewise any success. The interest shown by most of the members of the class and the excellent results obtained, considering the brevity of the course, are gratifying to their instructor.

The introduction of a preparatory class into our course has made possible a better classification of candidates for admission and has tended to improve classwork by virtue of less disparity of ability, and, by raising the standard of the Freshman class, has expanded the course of all classes.

Respectfully submitted,

CHARLES AUGUSTUS WHEELER,

Instructor in Mathematics, History, and Free-hand Drawing.

REPORT OF THE DEPARTMENT OF SOPHOMORE AND FRESHMAN ENGLISH.

President G. W. Flint:

SIR: — My report will not be materially different from that of last year. The plan of work then in progress was continued throughout the year. I mentioned in my last report the di-

vision of the Freshman class into two sections, one of which formed a preparatory department. The members of this department, as well as those of the Freshman class, studied United States History last year, and thus were able in this, their Freshman year, to study General History with the Sophomore class.

My instruction, consequently, is now confined to Elocution and English in the Freshman and Sophomore classes. Both classes, though one class is in advance of the other, use the same text-books. They have the same number of recitations and follow the same method of study. I shall make, therefore, but one report for the two classes.

Elocution. — One hour a week, and private appointments with each student. Two text-books are used in this course, "The Children's Hour, Paul Revere's Ride, and Other Poems," by Longfellow, and "Classics," by Dr. Curry.

My aim in teaching elocution is to stimulate clear, definite thinking in the interpretation of literature, appreciation of the author's sentiment, and perfect expression of both thought and feeling, and to promote good address at all times. The body and voice are often unresponsive to the action of the mind; and, because of this fact, it becomes necessary, if good expression is to be secured, to train separately the mind, the body, and the voice. In harmonic training of the body no text-book is used. I follow the method pursued at Dr. Curry's School of Expression. I have tried to secure, not great muscular strength, but perfect poise of body, stability at the center with perfect freedom of all the parts. When poise is established, and the body has become flexible, practical exercises in pantomime are given.

Good quality of voice is dependent upon several things, of which the most important is correct breathing. It is not the amount of breath emitted, but the amount held in reserve, which gives power to the speaker. I have endeavored to se-

cure proper control of the breath ; to co-ordinate the relaxation of the throat, and also to obtain pure tone and distinct articulation.

Although mechanical training is useful and often necessary in the development of pantomime and voice, it can accomplish nothing unless it is dominated by thought and feeling. The study of elocution, therefore, must begin with the training of the mind, and this must be continued through the entire course. The training is carried on in three ways : by reading, by recitation, and by extemporaneous speaking. Each student reads in class a selection from some author. Public "rhetoricals" are given once each term. Up to the present time the selections for these rhetorical have been chosen from miscellaneous authors, but this year a slight change will be made in that respect. Two Longfellow recitals will be given, one in the winter term by the Sophomore class, and the other in the spring by the Freshman class. In preparation for the recitals the students are reading Longfellow's poems, both long and short, his prose works, and his biography written by Samuel Longfellow.

The study of Longfellow and his works furnishes good material for extemporaneous speaking, but it is not the only material which is used. The personal experiences of the students, the places they have visited, and the entertainments they have attended, give information which adds to the variety and interest of the exercise.

By education of thought and feeling, and by responsiveness in body and voice, it is hoped that good expression will result. Thus far the results are promising.

English. — Four hours a week. The text-book used is Sheldon's "Advanced Language Lessons." This is supplemented by Maxwell's "Advanced Lessons in English Grammar," and Buehler's "Practical Exercises in English." My

aim is to help the students in acquiring the power to use, with accuracy and ease, good English.

The work consists of technical Grammar and Composition. The principles of the former are applied to the latter. Careful attention is given to neatness, spelling, and punctuation in all forms of composition. These forms consist of dictation, reproduction, business and social forms, observation stories, invention, paraphrase, abstract and original composition.

Much of the material used for composition is that mentioned under extemporaneous speaking. The life and works of Longfellow are of especial value. Thus the study of Elocution and English together is helpful in this, each strengthens the other.

Respectfully submitted,

LUCRETIA J. BARBER,

Instructor in English.

REPORT OF THE DEPARTMENT OF BOTANY AND MILITARY SCIENCE.

President G. W. Flint:

SIR:—In the department of Botany the course of study is much the same as outlined in my report of last year. The Freshman class received five hours per week in the spring and fall terms, and four hours each week in the winter term. The Senior class had four hours a week in the winter. This year the Freshman class will have five hours each week of the year, taking, as before, the elements of structural, systematic, and physiological botany.

Each student collects and arranges in the spring term a herbarium of fifty native wild plants. Kellerman's Elementary Botany, Practical Studies in Botany, and Gray's Manual of Botany are the text-books used.

This year the introduction of elective courses in the Senior class makes it possible to offer to this class more complete

courses in the lines of study offered for election. As a result the botany for the Seniors, instead of being confined to one term four hours per week, will this year comprise two terms of six hours per week. This will be laboratory work, supplemented by lectures, and will cover as fully as possible in that time systematic botany, fungous diseases of plants, and physiology of plants.

Campbell's Structural and Systematic Botany will be used as a text-book, and frequent reference will be made to the more comprehensive works with which our library is well equipped.

Military Science. — The work of the military department has been as outlined in the report of last year. Drill has been held three times weekly, and a record kept of the attendance. Military inspection of dormitories has occurred regularly each week, and quarters have been frequently visited during the week.

In the spring term the Junior class (now Senior) received instructions in the Drill Regulations, recitations occurring at one of the drill hours prescribed each week. The drill of the other classes at these times was in charge of the cadet officers. It is expected that three of the classes will receive instruction in the same way during the winter term.

Respectfully submitted,

HENRY A. BALLOU,

Instructor in Botany and Military Science.

REPORT OF THE DEPARTMENT OF DOMESTIC SCIENCE.

President G. W. Flint:

SIR: — As I look back over the three years during which this department has been under my charge I believe that the amount and the quality of the work has fulfilled much of what it promised at the beginning.

The members of the present Senior class began the prescribed course in this work in their Sophomore year, and during these three years have completed the full course as originally laid out.

I believe the good results accomplished by this class to be a safe criterion of what may be done by every class of young women that completes this course. The training here received fits young women not only to be intelligent and skillful housewives in their own homes, but also does much to prepare them for professional life along whatever line of this work they may select.

Several of the pupils have become so much interested in this work, and so thoroughly convinced of its need in the world, that they intend to continue their study in a normal college, and thus prepare themselves to teach any or all of the branches of domestic economy.

Several of the Senior girls have selected for their chapel addresses subjects relating to domestic science. This is an advantage to themselves in that they gain further information on these subjects, and is also an excellent method of bringing these subjects to the attention of the members of the faculty and the body of the students.

The practical work in Domestic Economy has familiarized the students with the various methods of housework in all its branches and has convinced them that the proper organization and maintenance of an ideal home depends upon the education and training of the home-maker-in-chief for the profession of home-making.

The young women of The Connecticut Agricultural College are being educated away from that hitherto popular fallacy that "every woman, merely by virtue of being a woman, should be a good housewife, and, if she is not, it is due to some fault of her own."

Our original course in Domestic Science, both in theory

and practice, has been quite closely adhered to throughout the last year. During the fall and winter terms the Sophomores have devoted two hours each week to practical lessons on cookery; these lessons are supplemented by talks on the selection, cost, and nutritive value of foods, and also upon "waiting" and "serving." We begin with simple cookery and gradually take up more complicated work, until, toward the close of the winter term in the Junior year, every student is able to prepare properly, skillfully, and easily any dish found in the cook-book.

These lessons include methods of cooking applied to meats, vegetables, soups, breads, cake, pastry, and made-over dishes of all sorts. In the spring term every member of the Junior class prepared and served, without any assistance, a supper of three courses for six persons. The guests in each instance were chosen from among the faculty and students, by the cook and hostess. These suppers were of great value to the students who gave them, and proved very pleasurable to the guests.

With the work in cookery already mentioned, much has been done along the line of canning, preserving, and pickling of fruits, the making of jellies and jams, and canning vegetables.

The Senior class have also spent some time in making menus for a family of six, and in estimating the cost of the same, keeping if possible within a certain limit per head per week. In addition to this, students have scheduled the work to be done every week in an ordinary home, and have estimated the amount of time required to do the same.

In theory, weekly lectures have been given in subjects relating to Domestic Economy. These have included the subjects of hygiene, emergencies, home-nursing, prevention and care of contagious diseases, diet in disease, science of nutrition, chemistry of foods, dietaries applicable to age, and hygienic and economic value of common foodstuffs.

This year we hope to have time for advanced work in home economics as distinct from the subjects above mentioned.

The work in sewing has required much time, but much has been accomplished. This of course is pursued throughout the three years of the College course, and includes every sort of plain hand-sewing, such as running, hemming, stitching, gathering, darning, mending, patching, etc.

After each piece of work is finished, it is sewed into a book and explanatory notes are written on the opposite page. After the book of samples is complete, the Sophomores cut and make a number of small sample garments, upon which they learn to use the machines and their attachments. This work prepares them for cutting and making larger garments for themselves. This work is usually done in the Junior year.

The Senior work in sewing requires six hours every week during the year. All the time is devoted to dressmaking. Each pupil measures a classmate, drafts a paper pattern from these measurements, then cuts and fits a waist lining. The dressmaking includes the making of cotton shirtwaists, both with and without linings, entire cotton gowns, a silk waist, and a wool dress. Several of the students do considerable dressmaking, besides the required work. Last June two of the Senior girls made their graduating gowns. This year we hope every one of the class will do so.

The laundry course has included the washing and ironing of all simple wearing apparel, white and colored; also the laundering of fine fabrics, linens, laces, embroideries, woolens, and colored silks. Instruction was given in the proper use of washing powders, starch, bluing, with the chemistry of soap-making. Students were also taught how to remove spots and stains of every sort.

Boarding Department. — The family at Grove Cottage this fall is larger than at any time previous. In fact, we have had at times more guests than we could comfortably accommodate.

We shall need a larger equipment in the dining-room in the near future.

With the efficient assistance of Miss Edwards, the members of the household are provided with good wholesome food, with as much variety as possible, at a minimum cost. There have been no cases of serious illness, and very little even slight sickness.

I believe a change in the present system of housekeeping at the cottage would be an improvement. As it is now, all the work of the house except the cooking is done by the young women students, but on account of the crowded curriculum the girls do not have sufficient time to do the work as thoroughly as it should be done, consequently it is hardly possible to keep the cottage as clean and in as good order as it should be kept in an institution of this kind. I believe this might be remedied by hiring a janitor to do all the heavier and harder part of the work. It is, without doubt, excellent practice for the girls to do this sort of work, but time for it should be allowed on the regular schedule, as is done for the boys.

Respectfully submitted,

MRS. MAUD K. WHEELER,

Instructor in Domestic Science.

REPORT OF THE DEPARTMENT OF MECHANICS.

President G. W. Flint:

SIR:—In presenting this my fifth annual report of the mechanical department of The Connecticut Agricultural College I wish to express some feeling of satisfaction in the fact that each year marks an era of substantial progress.

If this progress is not as rapid as we might wish it is still an evidence that the great industrial class, employed in the mechanic trades and arts, may yet find in this institution the

facilities for obtaining a technical education that will fit them to hold the place they occupy in the front rank of the great manufacturing states of America.

Iron Shop. — We now have a well-equipped iron shop, with ten modern forges, each of which is supplied with steel anvil, four pairs of tongs, hammer, and other tools. The shop is also furnished with a patent drill-machine, bolt trimmer, sledges, vices, files, bolt cutter, and plumber's pipe-fitting tools.

We also carry a stock of coal, steel, and iron, for use in the practical work that is done each winter and part of the spring term by the Senior class. At present the time allowed for iron work has been increased to six hours per week, and instruction is given in properly heating and forging iron and steel, welding, filing, bending, and tempering.

Although the time for practice is not sufficient to obtain great proficiency, yet the knowledge and skill acquired will be of great service on the farm in repairing the various implements and machines there used.

Wood Shop. — The wood shop is furnished with ten benches, each of which is supplied with a full set of bits with patent brace, a set of firmer chisels with mallet, patent jointer and block planes, draw shave, compasses, try square, level, mortise gauge, saws, nail hammer, screw-driver, and various other small tools. Each bench has a strong wood vice with iron screws, and is fitted with drawers in which tools are kept. The shop is supplied with a limited number of wood clamps, steel squares, and various tools and appliances.

New Machines. — A marked improvement has been made the past year by the introduction of three new machines and two patent miter boxes. The most useful of these machines is a "combination machine," operated by foot or hand power, with rip, cut-off, and scroll saws, and boring, plowing, dadoing, and rebating attachments.

The next is a lathe operated by foot power, and the last a foot-power mortising machine. All of these machines are valuable in the absence of other power.

Instruction is given in the care and use of all these tools and machines, and the work done is always an attraction to those interested in mechanics. Instruction is also given in the use of the steel square as applied in laying out the various parts of a frame building, thus imparting the most important rules of carpentry.

At present the Junior and Sophomore classes receive instruction and practical work in this shop.

Mechanical Drawing. — This is also an important branch of instruction in mechanics. At present all except the preparatory class receive instruction in this branch, and, as a rule, apply themselves with assiduity and profit.

The first work undertaken by any class is drawing the various problems in Plane Geometry, interspersed with intricate designs for pen and compass practice, nearly all the designs being such as shall impress upon the mind not only those scientific principles that govern geometry, but also those practical rules that enable the mechanic to properly design and lay out his work.

Later, Solid Geometry is taken up, its principal value being the practice of drawing in perspective.

The Senior class take up architectural drawing, and each year are able to exhibit work that is a credit to them, and shows good results for the time allowed this branch.

In order to interest the classes in the work of this department, the one in charge often gives short lectures on the subject, which are intended to add enthusiasm as well as instruction. It is also intended that at least two illustrated lectures will be given in the College chapel during the winter term.

The erection of new buildings and the repairing of those already erected has now officially been placed in charge of the

head of this department. Although a lack of funds has prevented the erection of new buildings, which are greatly needed, there has been the usual amount of minor repairs, and it is earnestly hoped that the near future will see the erection of some greatly-desired and much-needed buildings.

Respectfully submitted,

HENRY S. PATTERSON,

Instructor in Woodwork, Ironwork, and Mechanical Drawing.

REPORT OF GROVE COTTAGE AND THE DEPARTMENT OF MUSIC.

President G. W. Flint:

SIR: — The work in Grove Cottage has been carried on during the past year under the system of previous years; the young ladies doing the entire work in the cottage with the exception of the cooking. Each young lady has one room besides her own to keep in order, and this teaches her to feel a certain responsibility in the care of the cottage and gives her a pride in helping to make her College home an attractive one.

When College closed last June we had fourteen young ladies, one less than when the year opened. During the winter term sixteen young ladies lived in the cottage; two of these were day students during the fall and spring term.

I think it unnecessary to say anything about the rules that we have for the young ladies, as we have only those that are necessary in an institution of this description.

The social life in our College is a very important feature, and one that takes as much thought and time as any, and the cottage might be termed the center of all sociality in the College, for it is here that the young men are received by the young ladies Friday evening for a short time, and here that our monthly receptions are held, on the third Friday evening of

every month. The meeting of the young men and young women in a social way, we believe, is an excellent thing for both. It gives the young lady confidence when in a public gathering, and teaches her to entertain and make an evening pass pleasantly for others.

During the first few weeks of the winter term our regular routine of work was very much interrupted by the appearance of la grippe, and more than half of the young ladies were victims of this epidemic, but aside from that there has been no serious sickness in the cottage during the whole year.

Sixteen young ladies are in the cottage this year, and three more are expected at the beginning of the winter term.

Music. — Any student wishing to take piano lessons can do so without extra charge, except one dollar each term for the use of the piano. Last year thirty pupils took piano lessons, making fifteen hours teaching, as each pupil had a half-hour lesson. One recital was given during the year by the piano students. This recital was given in the parlor at Grove Cottage, and all the College faculty and students were invited.

Playing before this audience gives the student more confidence in playing before others. All students are required to practice not less than one hour each day, and they are marked on their practicing. This year I am giving twenty-five half-hour lessons each week, and, although the number taking lessons is a little less than last year, I am very glad to be able to state that the standard of the work done is higher than in any previous year. November 28th, the students gave a public recital, at which some of Mendelssohn's compositions were played, and a brief sketch of his life and work was given.

With the amount of time that students have to put on their music we do not hope to make concert performers, but we do hope to teach them to play well enough to make their homes attractive, and to learn that all-important lesson of making life more cheerful through the influence of music.

Sight Singing. — A course in sight singing is given to the Freshman class each year. Singing is required for one hour each week during fall and winter terms, and is optional during the spring term. We use Cole's system of sight singing, and begin at the beginning of music, teaching the value of notes and the formation of the scales. Also a little of the theory of music is taught, aside from the singing.

Respectfully submitted,
LULU GRIGGS LINCOLN,
Lady Principal and Instructor in Music.

REPORT OF THE VETERINARY DEPARTMENT.

President G. W. Flint:

SIR: — I have the honor to submit the following report for the year ending December 31, 1899.

Human Anatomy and Physiology. — Instruction in these subjects is given during the spring term of the Sophomore year, and includes a study of the animal cell, the unity of structure, the structure of the various tissues and organs of the body, and their functions, and the various influences that promote their healthy development.

Martin's Human Body is used as a text-book and is supplemented by lectures. The work is illustrated by anatomical specimens, a skeleton, and an azoux manikin, which is dissectible, and further by laboratory practice.

Veterinary Science. — Instruction in this subject is given by lectures during the fall and winter terms of the Senior year. The work comprises veterinary anatomy and the general principles underlying disease and its treatment. The common diseases of stock are discussed and the treatment given. Special attention is given to minor surgery, the treatment of wounds, veterinary obstetrics, unsoundness, hygiene, good nursing, and the use of domestic remedies. It is intended to make this course as practical as possible. Sick and injured

animals are brought to the attention of the class whenever possible.

The means of illustration are a collection of veterinary specimens, showing healthy and diseased structures, an azoux horsikin, which is dissectible. The students also dissect a horse. Practical instruction in the care, "handling," harnessing, and driving of horses is given. The young ladies in the Senior class are also instructed in the practical work of harnessing, "hitching up," driving, and tying of horses.

Bacteriology. — In the spring, one term's work in Bacteriology is given the Senior class. The general principles of Bacteriology are given, the relation of bacteria to decomposition, fermentation, contagious and infectious diseases, and to everyday life.

Instruction is given largely by laboratory practice. The students sterilize instruments, make culture media, isolate and grow bacteria, stain, mount, and study the same.

In addition to my classwork I have charge of the horse barn, containing nine horses, six of which belong to the College. To this department also is assigned the care of the horses, hauling of College freight, express, and passengers, letting horses to employes of the College, and furnishing horses for use in the Horticultural Department.

I have also treated all sick animals belonging to the College. During the present college year I have been chairman of the faculty committee on "good order," which has investigated and recommended to the faculty cases needing discipline. I have also looked after the health of the students.

In addition to my College work I have delivered about thirty addresses before granges, institutes, or other farmers' meetings in the State.

Respectfully submitted,

NELSON S. MAYO,

Professor of Anatomy and Physiology, and Veterinary Science.

REPORT OF THE PREPARATORY DEPARTMENT.

President G. W. Flint:

SIR: — Having assumed my duties September 1, 1899, this report must necessarily be confined to the work of the fall term.

Preparatory Work. — The course of study remains practically the same as outlined in the report of my predecessor, the work naturally adapting itself, and leading up to the studies of the first year in the regular College course. Five hours a week are given to Arithmetic, this being the study in which most of the students were found deficient. Four hours each are given to English and United States History. Montgomery's Leading Facts in American History has been substituted for the former text-book, and events in their natural order are studied and discussed with reference to their bearing on present day problems and conditions. Original compositions required in the study of English are largely on historical subjects, with the purpose of encouraging collateral reading and research on the part of the individual students.

Physical Education. — Owing to the size and location of the gymnasium the opportunity for education of the body, through the intelligent use of regular and systematic exercise, is limited to the young women of the College. The young men have as a substitute military drill. For reasons stated in the last report of Mr. Ballou, this is but a poor substitute, when weather conditions are such as to limit opportunities for outside work or play. I would respectfully urge the necessity for providing some facilities, not only for indoor drill, but for a thorough course in physical exercise, believing in common with the majority of educators who have tried the experiment, that it will result in turning out better students and better men.

The young women give three hours a week to physical work, consisting of fancy marching, free work, wand and dumbbell drills, and some light apparatus work. In order to

vary and make the work more attractive, gymnastic games have been introduced, and have been much enjoyed by all. The class, which completely fills the floor space, will be divided for one period during the winter term, thus allowing the introduction of more advanced work for the Senior classes. Some additions to the equipment, including a vaulting horse and springboard, were made at the beginning of last term. The work is planned to give the following results: first, to tone and strengthen the heart, lungs, nerves, digestive system, and other vital organs; second, to correct errors of function, poise, and movement; third, to give strength, endurance, grace, agility, and muscular control; in fact, to do for the body what mental education does for the mind: develop, strengthen, harmonize, intensify, and place under intelligent control of the will all the faculties of the body.

Athletics. — Attention to the football team was given throughout the season. As a result of proper preparation on the part of the students, and the exclusion of men physically incapable of playing the game, no accident worthy of note occurred. A pressing need in connection with athletics is a common dressing-room with proper bathing facilities, for the use of the various teams and their visiting opponents. At present the men are obliged to dress in their respective rooms, to the neatness and sanitary condition of which their soiled and sweaty uniforms do not add.

Respectfully submitted,
THOMAS D. KNOWLES,
Instructor in Preparatory Department.

REPORT OF THE LIBRARIAN.

President G. W. Flint:

SIR: — During the past year the work of the library has gone on in much the same manner as that reported in the two

years preceding this. Few important changes have been made. We were again disappointed in receiving no appropriation from the Legislature for a library building, the need of which grows daily more apparent as new books come in to crowd our already well-filled shelves. However, it is for the future welfare of the institution that, while we have available funds for the purchase of books, our library should grow as rapidly as possible; but it is a matter of only a short time when, unless a building is provided, or an addition made to our present quarters, it will be necessary to remove a part of the books to the laboratories and recitation rooms in which their subjects are studied. This seems an unwise step, for the danger of losing books would be made much greater if they were scattered in different rooms, and the working value of our library would be greatly impaired if the material on every subject could not be accessible to all.

We sincerely hope it will never be necessary to resort to this method, but have faith to believe that the commonwealth of Connecticut at its next General Assembly will not overlook our crying need. As nearly all the space in the main book-room was occupied, a new stack was placed in the reading-room last summer, and all the agricultural reports and bulletins of experiment stations have been moved there and classified, thus leaving some space for expanding the classification of the general library, but this has nearly all been used now, so that more shelves will soon have to be placed in the reading-room and other classes of books removed to them. The reading-room is still well patronized, and our students are fortunate in having so fine and varied a selection of periodicals for their use. Their appreciation is shown by the quiet and studious manner in which nearly all conduct themselves while in the library and reading-room. A marked improvement is shown in this respect during the past term, which is a source of much gratification to the librarian. We have continued

binding our more important periodicals, and have also made some purchases to complete sets of magazines, so that our periodical alcove is now quite valuable, but there are still many additions that should be made in this direction.

On December 1, 1899, our accession books recorded 7,409 titles, showing a gain of 857 volumes during the year, a much smaller number than was added in the preceding year; the list, however, includes several sets of expensive scientific works, so that nearly the same amount of money has been expended for new books as in 1898.

A new method has been adopted for the selection of books to be purchased. Printed slips are distributed among the members of the faculty to be filled out with the titles of books deemed desirable by each instructor for use in his department. In this way the library is being built up symmetrically and keeps in touch with each department of instruction in the College.

Respectfully submitted,

JESSE SPENCER BOWEN,

Librarian.

REPORT OF THE BOARDING DEPARTMENT.

President G. W. Flint:

SIR: — The transition from a lifetime of somewhat intense devotion to agriculture, and of the constant responsibility of directing the labor of others, to my present position, and to the performance of duties new and unfamiliar, suggests the propriety of making my report brief and only suggestive.

The apartments for storage I found both inconvenient and insufficient, and at once planned for their improvement and enlargement. All supplies are now stored in the basement, in close proximity to the kitchen, and are safe from disturbance

or loss. The kitchen has been greatly enlarged by the removal to Grove Cottage of the equipments of the Department of Domestic Science. This affords ample room for the comfort and convenience of those whose duties require their attention during most of the day.

This department has also been greatly improved by the purchase of utensils to replace those long in use and much worn. The large basement, for years the common receptacle for the cast-off implements and utensils of the entire building, has been relieved from its useless furnishings, and fully renovated by the application of paint to the wood, and of kalsomine to the masonry, giving it an air of neatness and an odor of healthfulness.

With these changes, the present facilities are equal to all the present demands of the culinary department.

Great care is exercised in the purchase of supplies for the table, the aim being to combine economy and quality within the limits of a generous restriction. Also in the preparation of the food there is always an abundant supply and the most appetizing variety that experience and skill can suggest. This department deserves the commendation it receives from students and employes.

The dining-room is fully equipped with the necessities of a well-provided table, but is lacking in capacity. Its present condition is a menace to good order and gentlemanly manners, and no other need of the department is more urgent than that of more capacious dining-halls.

At the beginning of the present College year the price of board was fixed at two dollars and seventy-five cents per week, instead of its variable cost, as heretofore. This allows for a generous supply and a good quality of food, but for no negligence in its purchase, or waste in its use.

Some of the duties formerly included in this department have been transferred to others. Among them are the care

of the students' rooms and the dispensing of medicines. The duties that remain, involving but little actual labor, are still heavy with responsibilities and obligations. They were assumed as an experiment, and the outcome is still in the future.

Meanwhile such ability as I have shall be devoted to their faithful discharge.

Respectfully submitted,

LUCIUS P. CHAMBERLAIN,

Steward.

ESTIMATED INVENTORY OF PROPERTY ON HAND.

CHEMICAL LABORATORY.

Chemical apparatus,	\$350 00
Reagent and other bottles,	125 00
Chemicals on hand,	200 00
Physical apparatus,	1,500 00
Photographic apparatus,	175 00
Chemical balances,	225 00
Typewriter,	60 00
Office furniture,	30 00

\$2,665 00

MATHEMATICAL DEPARTMENT.

Engineering instruments,	\$429 50
Mathematical models,	28 00
Free-hand drawing supplies,	45 10

\$502 60

MILITARY AND BOTANICAL DEPARTMENT.

Military equipment,	\$676 25
Botanical equipment,	182 50
Dormitory equipment,	501 75

\$1,360 50

NATURAL HISTORY DEPARTMENT.

Compound microscopes,	\$640 00
Dissecting microscopes,	150 00
Turntables,	16 00
Museum collections,	655 00
Miscellaneous appliances,	75 00

\$1,536 00

MUSIC DEPARTMENT.

Two grand pianos,	\$1,000 00
Two upright pianos,	700 00

\$1,700 00

VETERINARY DEPARTMENT.

Apparatus and instruments,	\$1,506 75
Bacteriology apparatus and supplies,	275 25
Horses,	380 00
Wagons and sleighs,	425 00
Harness,	119 50
Feed on hand,	245 00
Miscellaneous stock,	59 25

\$3,010 75

MECHANICAL DEPARTMENT.

Carpenter's shop,	.	.	.	.	.	.	\$560 00
Iron shop,	.	.	.	.	.	.	385 00
Drawing-room,	.	.	.	.	.	.	50 00
							\$995 00

HORTICULTURAL DEPARTMENT.

Tools,	.	.	.	.	.	.	\$403 75
Greenhouse stock,	.	.	.	.	.	.	159 05
Wagon scales,	.	.	.	.	.	.	150 00
Fruits and vegetables,	.	.	.	.	.	.	23 50
							\$736 30

BOARDING HALL.

Dining-room furniture,	.	.	.	.	.	.	\$279 04
Table linen,	.	.	.	.	.	.	85 25
Kitchen utensils,	.	.	.	.	.	.	284 80
							\$636 02

CHAMBER OUTFIT.

Furniture,	.	.	.	.	.	.	\$322 40
Bed linen,	.	.	.	.	.	.	85 25
Mattresses and pillows,	.	.	.	.	.	.	127 50
Towels, etc.,	.	.	.	.	.	.	30 49
Curtains and hangings,	.	.	.	.	.	.	20 20
Carpets and mattings,	.	.	.	.	.	.	37 75
Bowls and pitchers,	.	.	.	.	.	.	13 50
On hand in storeroom,	.	.	.	.	.	.	90 00
							\$736 09

GROVE COTTAGE.

Domestic science equipment,	.	.	.	.	.	.	\$600 00
Boarding department,	.	.	.	.	.	.	450 00
Furnishings,	.	.	.	.	.	.	1,000 00
							\$2,050.00

FARM MACHINERY, TOOLS, LIVE STOCK, FEED, AND
FARM PRODUCTS ON HAND DECEMBER 1, 1900.

Farm machinery and tools,	.	.	.	.	.	.	\$1,032 50
1 pair working oxen,	.	.	.	.	.	.	150 00
1 pair heavy farm horses,	.	.	.	.	.	.	250 00
1 pair light farm horses,	.	.	.	.	.	.	200 00
1 driving horse,	.	.	.	.	.	.	150 00
10 thoroughbred cows,	.	.	.	.	.	.	1,000 00

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6 thoroughbred heifers,	360 00
4 thoroughbred bulls,	400 00
1 thoroughbred yearling heifer,	25 00
3 thoroughbred calves,	45 00
14 grade cows,	560 00
1 grade yearling heifer,	20 00
6 grade calves,	25 00
3 thoroughbred boars,	60 00
5 thoroughbred breeding sows,	75 00
6 shoats,	40 00
29 pigs,	58 00
32 tons of hay,	352 00
8 tons swamp hay,	56 00
2 tons corn stover,	12 00
125 tons corn silage,	313 00
50 bushels corn,	25 00
900 bushels oats,	315 00
200 bushels turnips,	40 00
700 bushels potatoes,	350 00
1,200 pounds squash,	18 00
19 tons wheat bran,	332 50
5 tons wheat middlings,	95 00
10 tons gluten meal,	240 00
5 tons cotton-seed meal,	125 00
1 ton O. P. linseed meal,	27 00

\$6,751 00

DAIRY DEPARTMENT.

Separators,	\$1,100 00
Churns and butter-workers,	92 00
Vats,	285 00
Babcock testers,	86 50
Scales and balances,	69 00
Utensils,	68 30
Cooler and sterilizer,	23 00
Cooley creamer,	20 00
Engine and boiler,	300 00
Supplies,	93 41

\$2,137 21

POULTRY DEPARTMENT.

Stock and supplies on hand,	\$185 80
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EQUIPMENT.

Incubators and fountains, ...	\$80 00
Apparatus and tools, ...	66 85
	\$146 85

VALUE OF YOUNG STOCK.

151 Thoroughbred fowls, ...	\$235 00
Cross-breeds and miscellaneous, ...	167 45
	\$402 45

VALUE OF OLD STOCK.

Common fowls, ...	\$98 00
Minorcas, Leghorns, and Brahmas, ...	45 50
Wyandotte, Plymouth Rock, and others, ...	59 00
	\$202 50

SALES OF POULTRY PRODUCTS.

March 1st to August 1st, ...	\$122 65
September, ...	24 92
October, ...	35 53
November, ...	56 61
	\$239 71

TREASURER'S REPORT.

H. C. MILES, *Treasurer,*

In account with THE CONNECTICUT AGRICULTURAL COLLEGE

STATE FUNDS.

RECEIPTS AND DISBURSEMENTS.

Receipts.

1898.			
Sept. 30.	By balance of account,	.	\$1,386.24
Oct. 4.	By Cash Comptroller,	.	3,750.00
Oct. 18.	" Use of telephone,	.	9.50
Nov. 7.	" Sale of horse,	.	80.00
Nov. 8.	" A. B. Peebles, rent of cottage,	.	37.50
Dec. 14.	" State Treasurer, from Morrill Fund,	.	7,019.84
Dec. 21.	" B. F. Koons,	.	2,900.68
Dec. 20.	" G. W. Flint,	.	100.00
Dec. 20.	" A. H. Freeman,	.	6.00
1899.			
Jan. 7.	" Comptroller,	.	3,750.00
Jan. 21.	" Use of telephone,	.	10.75
April 4.	" Use of telephone,	.	11.25
April 4.	" Comptroller,	.	3,750.00
April 5.	" Storrs Agricultural Ex- periment Station,	.	112.41
April 8.	" G. W. Flint,	.	3,000.00
July 6.	" Comptroller,	.	3,750.00
July 29.	" Use of telephone,	.	10.50
Aug. 8.	" G. W. Flint,	.	3,500.00
Sept. 30.	" E. M. Tilden,	.	12.00
	"		.19
	" Ratcliffe Hicks Prize Fund,		60.00—\$33,256.8

CLASSIFICATION OF EXPENSES FOR FISCAL YEAR, OCT. 1, 1898, TO
SEPT. 30, 1899.*Disbursements.*

Hicks Prize Fund Prizes, ...	\$50.00
Cottages Nos. 2 and 3, balance of construction, ...	1,875.79
Medicines, ...	49.41
Salaries, ...	451.96
General college equipment, ...	506.96
Care, renovation, and repair of buildings, ...	3,069.95
Insurance, ...	528.15
Fuel, ...	1,812.30
Piano, ...	250.00
Tuning pianos, ...	14.00
Pew rentals, ...	366.69
Commencement expenses, ...	48.15
Permanent improvements to grounds, ...	266.12
Care of grounds, ...	101.68
Miscellaneous expenses, ...	172.75
Repairs to military equipment, ...	1.00
Military supplies, ...	6.00
Unclassified freight and express, ...	440.93
Laundry, ...	1,050.57
Miscellaneous college supplies, ...	23.90
Students' text-books, stationery, and supplies, ...	2,040.33
Telephones, ...	23.50
Salaries and traveling expenses, Extension Department, ...	198.22
New books and supplies, Extension Dept., ...	129.95
Natural history supplies, ...	3.76
Apparatus, Domestic Science Department, ...	27.95
Supplies for chemistry instruction, ...	17.26
Live stock, ...	415.50
Main Boarding Department, equipment, ...	368.15
Main Boarding Department, labor, ...	1,329.47
Main Boarding Department, supplies, ...	3,169.46
Grove Cottage Boarding Dept., equipment, ...	44.96
Grove Cottage Boarding Dept., labor, ...	213.00
Grove Cottage Boarding Dept., supplies, ...	773.43
Farm Department, equipment, ...	43.32
Farm Department, labor, ...	2,143.77
Farm Department, supplies, ...	504.35

Farm Department, blacksmithing, . . .	95.65
Farm and Dairy Departments, feed, . . .	1,655.90
Dairy Department, labor, . . .	160.46
Dairy Department, supplies, . . .	100.60
Dairy Department, butter purchased, . . .	254.24
Dairy Department, milk purchased, . . .	393.61
Poultry Department, supplies, . . .	24.20
Horticultural Department, labor, . . .	497.06
Horticultural Department, supplies, . . .	282.62
Horticultural Department, equipment, . . .	54.00
Horsebarn Department, equipment, . . .	39.09
Horsebarn Department, repairs to equipment, . . .	46.90
Horsebarn Department, labor, . . .	249.46
Horsebarn Department, supplies, . . .	76.85
Horsebarn Department, blacksmithing, . . .	38.86
Balance undischursed, September 30, 1899:	
State Fund, \$6,719.67	
Hicks Prize Fund, 35.00—	6,754.67—\$33,256.86

MILFORD, CONN., Feb. 15, 1900.

This certifies that we have examined the accounts of Henry C. Miles as Treasurer of The Connecticut Agricultural College, for the fiscal year ending September 30, 1899, compared them with the vouchers, and found them correct. The balance in the hands of the Treasurer at the end of the fiscal year was six thousand seven hundred fifty-four dollars and sixty-seven cents (\$6,754.67).

D. WARD NORTHROP,

WALTER A. RILEY,

Auditors of Public Accounts.

MORRILL FUND (UNITED STATES GOVERNMENT GRANT) OF 1890.

Statement of Receipts and Disbursements of Morrill Fund, so called (United States Government Grant of 1890), for the fiscal year ending September 30, 1899, Henry C. Miles, Treasurer.

The Federal Act of 1890 prescribes that this fund is "to be applied only to instruction in Agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic science, with special reference to their application in the industries of life, and to the facilities for such instruction."

The expenditure of any portion of these funds for the purchase, erection, preservation, or repair of any building or buildings under

any pretense whatever is specifically prohibited by the Act (section 3) — and the purchase of land is not allowable (decision of Assistant Attorney-General of United States, March, 1891).

Receipts.

Balance of Fund undisbursed September 30, 1898, ...	\$12,695.57
Annual Federal Appropriation, received from Treasurer of Connecticut, ...	24,000.00
Balance of previous annual Federal appropriation, less \$1,000, still in the custody of Treasurer of Connecticut, ...	19,170.53
Received interest, ...	440.00
Reimbursement from State Fund of amount disallowed by Department of Interior. July, 1899, ...	60.00—\$56,366.10

Disbursements.

Disbursements made in accordance with the provisions of the Federal Act of 1890 and subsequent rulings of the Department of the Interior for salaries of instructors and facilities for instruction, as follows:

1898.

November, ...	\$2,027.86
December, ...	1,501.19

1899.

January, ...	1,871.30
February, ...	2,003.51
March, ...	2,119.74
April, ...	1,517.32
May, ...	1,782.26
June, ...	3,034.55
August, ...	1,636.26
September, ...	4,240.80

Reimbursement made to State Fund to return amounts paid from said State Fund which could have been paid from this fund, ...	7,019.84
---	----------

Balance of fund undisbursed September 30, 1899, ...	27,611.47—\$56,366.10
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MILFORD, CONN., Feb. 15, 1900.

This certifies that we have examined the accounts of Henry C. Miles, Treasurer of The Connecticut Agricultural College, relating to the Morrill Fund, for the fiscal year ending September 30, 1899, compared them with the vouchers, and found them correct. The balance of said Morrill Fund in the hands of the Treasurer at the end of the year was twenty-seven thousand six hundred and eleven dollars and forty-seven cents (\$27,611.47).

D. WARD NORTHROP,
WALTER A. RILEY,
Auditors of Public Accounts.

LAND GRANT FUND (UNITED STATES GOVERNMENT GRANT) OF 1862.

One of the conditions in the Act granting this fund provides that "No portion of said fund, nor the interest thereon, shall be applied, directly or indirectly, under any pretense whatever, to the purchase, erection, preservation, or repair of any building or buildings."

Receipts.

1898.			
Oct. 1.	By balance of account,	.	\$19,687.29
Oct. 4.	By Cash State Treasurer,	.	4,112.95
1899.			
Feb. 28.	Interest,	.	160.00
March 4.	State Treasurer,	.	2,600.00
Oct. 2.	Interest,	.	135.00—\$26,695.24

Classification of the expenses from the Land Grant Fund (United States Government Grant) of 1862, for the fiscal year, Oct. 1, 1898, to Sept. 30, 1899:

Disbursements.

Salaries of officers,	.	.	.	\$2,549.98
Salaries of instructors,	.	.	.	3,222.79
Salaries of employes,	.	.	.	648.86
Traveling expenses,	.	.	.	930.75
Advertising, including catalogues, etc.,	.	.	.	759.29
Printing,	.	.	.	129.84
Postage,	.	.	.	130.19
Military supplies,	.	.	.	460.17
Repairs to local telephones,	.	.	.	85.81
Fuel,	.	.	.	1,573.39
Expense, attending at fairs,	.	.	.	45.21

Telephone rentals and charges, ...	166.48
Unclassified freight and express, ...	18.51
Carrying mail, ...	8.28
Expense of classification of accounts, ...	100.00
Telegrams, ...	.86
Legal expenses, ...	500.00
Furniture and fixtures, ...	76.01
Stationery, books of account, and office supplies, ...	406.74
Association of American Agricultural Colleges and Experiment Stations, ...	10.00
Commencement expenses, ...	61.00
Miscellaneous expenses, ...	51.74
	\$11,935.90
Balance undisbursed September 30, 1899, ...	14,759.34—\$26,695.24

MILFORD, CONN., Feb. 15, 1900.

This certifies that we have examined the accounts of Henry C. Miles, Treasurer of The Connecticut Agricultural College, relating to the Land Grant Fund for the fiscal year ending September 30, 1899, compared them with the vouchers, and found them correct. The balance of said Land Grant Fund in the hands of the Treasurer at the end of the year was fourteen thousand seven hundred fifty-nine dollars and thirty-four cents (\$14,759.34).

D. WARD NORTHROP,
WALTER A. RILEY,
Auditors of Public Accounts.

Amounts paid for salaries, not less than \$450 to any individual, from the Morrill Fund (United States Government Grant of 1890):

B. F. Koons, ...	\$1,900.00
A. B. Peebles, ...	1,900.00
A. G. Gulley, ...	1,900.00
R. W. Stimson, ...	1,600.00
N. S. Mayo, ...	1,600.00
C. A. Wheeler, ...	1,200.00
H. S. Patterson, ...	1,100.00
H. A. Ballou, ...	1,000.00
C. S. Phelps, *one-half salary, ...	950.00
C. L. Beach, ...	900.00
Lucretia J. Barber, ...	710.00
Maude K. Wheeler, ...	700.00
Josie B. Ballou, ...	500.00

* Same amount paid by Storrs Experiment Station.

Amounts paid for salaries, not less than \$450 to any individual, from the Land Grant Fund (United States Government Grant of 1862):

Geo. W. Flint, ...	\$2,000.00
Theodore S. Gold, ...	*450.00
Henry C. Miles, ...	525.00
L. P. Chamberlain, ...	950.00
Jessie S. Bowen, ...	600.00
Lulie G. Lincoln, ...	700.00
W. A. Warren, ...	480.00

*\$50 from Experiment Station.

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CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF THE

CONNECTICUT AGRICULTURAL COLLEGE

STORRS, CONNECTICUT

Courses of Study and General Information



1899-1900.

"He that maketh two ears of corn, or two blades of grass, to grow upon a spot of ground where only one grew before, deserves better of mankind, and does more essential service to his country, than the whole race of politicians put together."—
DEAN SWIFT.

HARTFORD, CONN.

Press of The Case, Lockwood & Brainard Company

1900

BOARD OF TRUSTEES.

His Excellency GOVERNOR GEORGE E. LOUNSBURY,
President, *ex officio*.

Hon. WM. E. SIMONDS, Vice-President.

Appointed by the Senate.

Term Expires in 1901.

William E. Simonds,	Canton,	Hartford County.
Theodore S. Gold,	West Cornwall,	Litchfield County.
Stephen O. Bowen,	Eastford,	Windham County.

Term Expires in 1903.

E. Stevens Henry,	Rockville,	Tolland County.
William D. Holman,	West Willington,	Tolland County.
George A. Hopson,	East Wallingford,	New Haven County.

Elected by the Alumni.

Martin M. Frisbie,	Southington,	Hartford County.
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Elected by the Board of Agriculture.

Term Expires in 1900.

Edmund Halladay,	Suffield,	Hartford County.
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Ex Officio, Director of The Connecticut Experiment Station.

Edward H. Jenkins,	New Haven,	New Haven County.
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EXECUTIVE COMMITTEE.

THEODORE S. GOLD,
STEPHEN O. BOWEN,
WILLIAM E. SIMONDS.

FARM COMMITTEE.

E. STEVENS HENRY,
EDMUND HALLADAY,
WILLIAM E. SIMONDS,
CHARLES S. PHELPS.

COMMITTEE ON HORTICULTURE.

MARTIN M. FRISBIE,
GEORGE A. HOPSON,
ALFRED G. GULLEY.

AUDITORS OF ACCOUNTS.

GEORGE A. HOPSON,
MARTIN M. FRISBIE.

SECRETARY OF THE BOARD.

THEODORE S. GOLD.

TREASURER.

WILLIAM D. HOLMAN.

FACULTY.

GEORGE W. FLINT, A.M.,

President.

BENJAMIN F. KOONS, PH.D.,

Professor of Political Science, Zoölogy, Geology, and Entomology.

CHARLES S. PHELPS, B.S.,

Professor of Agricultural Science.

ARTHUR B. PEEBLES, M.S.,

Professor of Chemistry and Physics.

NELSON S. MAYO, M.S., D.V.M.,

Professor of Anatomy, Physiology, and Veterinary Science.

ALFRED G. GULLEY, M.S.,

Professor of Horticultural Science.

REV. RUFUS W. STIMSON, M.A., B.D.,

Professor of Rhetoric, Ethics, Elocution, and English Literature.

CHARLES A. WHEELER, A.B.,

Professor of Mathematics, History, and Free-Hand Drawing.

WILLIAM A. STOCKING, JR., B.S.A.,

Farm Superintendent and Instructor in Agriculture.

CHARLES L. BEACH, B.S.,

Instructor in Dairying and Cattle Breeding.

HENRY A. BALLOU, B.S.,

Instructor in Botany and Military Science.

HENRY S. PATTERSON (Master Mechanic),

Instructor in Wood and Iron Work and Mechanical Drawing.

ALBERT C. GILBERT, B.A.,

Assistant in Chemistry and Physics.

THOMAS D. KNOWLES,
Instructor in Physical Culture, English, Mathematics, and History.

RODERICK DALLAS,
Instructor in Poultry Culture.

CHARLES E. MYERS,
Chief Clerk and Instructor in Book-Keeping and Business Methods.

MISS LUCRETIA J. BARBER,
Instructor in English and Elocution.

MRS. MAUDE K. WHEELER,
Instructor in Domestic Science.

MISS LULU G. LINCOLN,
Lady Principal.

LUCIUS P. CHAMBERLAIN,
College Steward.

CHARLES E. MYERS,
Secretary of the Faculty.

COMMITTEE ON COURSES OF STUDY.

CHARLES S. PHELPS,
ARTHUR B. PEEBLES,
CHARLES A. WHEELER.

COMMITTEE ON GOOD ORDER.

NELSON S. MAYO,
HENRY S. PATTERSON,
HENRY A. BALLOU.

THE STORRS EXPERIMENT STATION.

(Storrs, Conn.)

OFFICERS OF THE STATION.

Station Staff.

WILBUR O. ATWATER, PH.D.,
Director.

CHARLES S. PHELPS, B.S.,
Vice-Director and Agriculturist.

FRANCIS G. BENEDICT, PH.D.,
Professor of Chemistry.

PHILIP B. HAWK, B.S.,
Assistant Chemist.

HERBERT KIRKPATRICK, B.A.,
Assistant Agriculturist.

FRANK E. SINGLETON, B.S.,
Secretary.

EXECUTIVE COMMITTEE.

THEODORE S. GOLD,
STEPHEN O. BOWEN,
GEORGE W. FLINT,
(President of College).

WILLIAM D. HOLMAN,
Treasurer.

CALENDAR

1899—1900

"He who knows most, grieves most for wasted time."—DANTE.

The college year contains forty-two weeks, divided into four terms of [six, thirteen, twelve, and eleven weeks respectively.

FALL TERM, 1899

Monday,	September 18,	Entrance Examinations.
Tuesday,	September 19,	Fall Term begins.
Tuesday,	October 17,	Meeting of the Board of Trustees.
Friday,	November 17,	Freshman Rhetoricals.
Tuesday,	November 28,	Piano Recital.
Wednesday,	November 30,	} Thanksgiving Recess.
Sunday,	December 3,	
Friday,	December 8,	Sophomore Rhetoricals.
Friday,	December 15,	Junior Rhetoricals.
Monday,	December 18,	} Term Examinations.
Tuesday,	December 19,	
Wednesday,	December 20,	
Wednesday,	December 20,	Fall Term ends.

Winter Vacation, Twelve Days

WINTER TERM, 1900

Tuesday,	January 2,	Entrance Examinations.
Wednesday,	January 3,	Winter Term begins.
Wednesday,	February 7,	Preparatory Rhetoricals.
Wednesday,	February 14,	Freshman Rhetoricals.
Thursday,	February 22,	Washington's Birthday.
Tuesday,	February 27,	Sophomore Rhetoricals.
Wednesday,	March 14,	Junior Rhetoricals.
Wednesday,	March 21,	} Term Examinations.
Thursday,	March 22,	
Friday,	March 23,	
Friday,	March 23,	Winter Term ends.

Spring Vacation, Nine Days

SPRING TERM, 1900

Monday,	April 2,	Entrance Examinations.
Tuesday,	April 3,	Spring Term begins.
Wednesday,	April 11,	Hicks Prize Essays due at 12 o'clock, m.
Wednesday,	May 9,	Preparatory Rhetoricals.
Friday,	May 11,	Hicks Prize Speaking.
Wednesday,	May 16,	Freshman Rhetoricals.
Friday,	May 25,	Sophomore Rhetoricals.
Wednesday,	May 30,	Memorial Day.
Friday,	June 1,	Junior Rhetoricals.
Friday,	June 8,	President's Reception.
Sunday,	June 10,	Baccalaureate Sermon.
Monday,	June 11,	Society Banquets.
Tuesday,	June 12,	Class Day.
Tuesday,	June 12,	Senior Reception.
Wednesday,	June 13,	Meeting of the Board of Trustees.
Wednesday,	June 13,	Commencement.
Wednesday,	June 13,	Commencement Address.
Wednesday,	June 13,	Meeting of the Alumni.
Wednesday,	June 13,	Alumni Reception.
Saturday,	June 16,	Entrance Examinations.

Senior Vacation, Three and Four-sevenths Weeks

SUMMER TERM, 1900

Monday,	July 9,	Summer Term begins.
Friday,	August 17,	Summer Term ends.

Summer Vacation, Thirteen and Four-sevenths Weeks

FALL TERM, 1900

Saturday,	September 15,	Entrance Examinations.
Monday,	September 17,	Fall Term begins.
Monday,	October 1,	Inventories of all Departments.
Tuesday,	October 16,	Meeting of the Board of Trustees.
Thursday,	November 1,	Reports of all Departments.
Friday,	November 23,	Sophomore Rhetoricals.
Wednesday,	November 28,	} Thanksgiving Recess.
Sunday,	December 2,	
Friday,	December 14,	Junior Rhetoricals.
Wednesday,	December 19,	} Term Examinations.
Thursday,	December 20,	
Friday,	December 21,	
Friday,	December 21,	Fall Term ends.

Winter Vacation, Sixteen Days

WINTER TERM, 1901

Monday, January 7, Extrance Examinations.

SPECIAL EXAMINATIONS

1900

Friday,	August 31,	In the Selectmen's Room, City Hall, Danbury.
Friday,	August 31,	In the Council Chamber, City Hall, Norwich.
Friday,	August 31,	At the Experiment Station, N. Haven.
Saturday,	September 1,	In Room 50, Capitol, Hartford.
Saturday,	September 1,	At the College, Storrs. All at 9 A. M.

1899 - 1900.

"Seize time by the forelock."—PITTACUS.

SEPTEMBER.							MARCH.						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2					1	2	3
3	4	5	6	7	8	9	4	5	6	7	8	9	10
10	11	12	13	14	15	16	11	12	13	14	15	16	17
17	18	19	20	21	22	23	18	19	20	21	22	23	24
24	25	26	27	28	29	30	25	26	27	28	29	30	31
OCTOBER.							APRIL.						
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30					
NOVEMBER.							MAY.						
			1	2	3	4			1	2	3	4	5
5	6	7	8	9	10	11	6	7	8	9	10	11	12
12	13	14	15	16	17	18	13	14	15	16	17	18	19
19	20	21	22	23	24	25	20	21	22	23	24	25	26
26	27	28	29	30			27	28	29	30	31		
DECEMBER.							JUNE.						
					1	2						1	2
3	4	5	6	7	8	9	3	4	5	6	7	8	9
10	11	12	13	14	15	16	10	11	12	13	14	15	16
17	18	19	20	21	22	23	17	18	19	20	21	22	23
24	25	26	27	28	29	30	24	25	26	27	28	29	30
31													
JANUARY.							JULY.						
	1	2	3	4	5	6	1	2	3	4	5	6	7
7	8	9	10	11	12	13	8	9	10	11	12	13	14
14	15	16	17	18	19	20	15	16	17	18	19	20	21
21	22	23	24	25	26	27	22	23	24	25	26	27	28
28	29	30	31				29	30	31				
FEBRUARY.							AUGUST.						
				1	2	3				1	2	3	4
4	5	6	7	8	9	10	5	6	7	8	9	10	11
11	12	13	14	15	16	17	12	13	14	15	16	17	18
18	19	20	21	22	23	24	19	20	21	22	23	24	25
25	26	27	28				26	27	28	29	30	31	

GENERAL INFORMATION.

THE CONNECTICUT AGRICULTURAL COLLEGE.

"Impartially their talents scan,
Just Education forms the man." — *Gay*.

In the various states composing the Union, the colleges of "Agriculture" and "Mechanic Arts" were founded through an Act of Congress, entitled "An Act donating Public Lands to the several States and Territories, which may provide Colleges for the benefit of Agriculture and the Mechanic Arts."

This Act was approved July 2, 1862. Public land was donated to the amount of 30,000 acres for each Representative in the National Congress.

Connecticut's share returns now an income of five per cent. on an investment of \$135,000. The State receiving such benefit shall establish "a College where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to *agriculture* and the *mechanic arts*, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

These land grant colleges, so called, are also supported from the general government by an Act of Congress, passed August 30, 1890, known as the "Morrill Bill," the fund of which now provides for each college \$25,000 annually. No buildings of any kind can be constructed from these funds, which are limited to "legitimate college expense," and "instruction and facilities for instruction."

An Agricultural Experiment Station is connected with the

College, and is under control of the Board of Trustees. The object of the Station is to make experiments in things pertaining to agriculture, including dietaries, and is supported by the fund created by the "Hatch Act" of 1887; from this the State obtains annually \$15,000, of which the Connecticut Experiment Station, at New Haven, receives \$7,500.

NAME.

"What's in a name? That which we call a rose, by any other name would smell as sweet."—*Shakespeare*.

By a special act of the State Legislature of 1893 the State College was established under the name of Storrs Agricultural College. By Act of the Legislature of 1899, Chapter 169, Section I, "The name of the Storrs Agricultural College is hereby changed to that of The Connecticut Agricultural College, and shall be subject to all laws applicable to said Storrs Agricultural College, and the management of said College shall continue as at present until changed by proper authority."

Sec. II. "Whenever a library building shall be erected upon the grounds of said College, such library shall be named the 'Storrs Memorial Library,' and shall bear that name conspicuously, both exteriorly and interiorly."

ALUMNI TRUSTEE.

"Small service is true service."—*Wordsworth*.

Sec. III. "There shall be a Trustee of The Connecticut Agricultural College in addition to those now provided by law, who shall be elected for a term of four years from July first next succeeding his election, by and from the graduates of said institution; the election to be under the supervision of the Trustees for the time being, and to be so conducted that all graduates shall have opportunity to vote therein by signed ballots personally or by letter."

LOCATION.

"Of all that is most beauteous, imaged there
In happier beauty; more pellucid streams,
An ampler ether, a diviner air,
And fields invested with purpureal gleams."—*Wordsworth*.

The State Agricultural College of Connecticut is located on a commanding eminence six hundred feet above sea-level, in an eastern section of the State, noted for its scenic beauty. The young men and women of the State will find here a charming spot, away from the disturbing influences of the larger centers, where they may gain for themselves that preparation for citizenship which the times demand of every citizen. The college station is Eagleville, on the Vermont Central railroad, which connects at Willimantic with the New England division of the Consolidated road. Communication with the College is rendered easy by the long-distance telephone and by telegraph. And when connection is made with Willimantic by "trolley," the situation will be all that could be desired.

BUILDINGS AND EQUIPMENT.

"When we build, let it not be for present use alone; let it be such work, As we lay stone on stone, that men will say as they look upon the labor And wrought substances of them, 'See! this our fathers did for us.'"—*Ruskin*.

Main Building. — All the buildings, with one exception, are of wood. The main building was erected in 1890, a two-story structure with a basement, and contains a chapel, President's office, mathematical recitation room, preparatory recitation room, library, reading-room, dining-hall, and steward's rooms on the first floor. The second floor contains a recitation room for English Literature, a Horticultural room, Museum, a room for Botany and Mechanical Drawing, and a Veterinary Science Museum.

Chemical Laboratory. — This building, one story and a half high, is situated northwest of the main building. It is well equipped with modern apparatus, both in its Chemical and Physical appointments, and has convenient apartments for lecture-room work.

Experiment Station. — Northwest of the chemical laboratory is a small structure containing the offices of the Agricultural Experiment Station.

Dormitories. — The east building contains seventeen study rooms, used by the male students of the lower classes, though four of the Senior class chose rooms there for the last year of their course. Instructors C. A. Wheeler and C. L. Beach, with their families, occupy twelve rooms on the first floor of this building for their living apartments. The rooms are all heated by steam. The "New Dormitory" was built in 1890, with a dwelling-house for the President connected at the front. This building is steam heated, and affords a comfortable home for the upper class men.

Grove Cottage. — When co-education became a factor at the State College, a fine, homelike residence was constructed for the purpose. Airy rooms, spacious halls, reception parlors, dining hall, and a gymnasium; a sewing room for the Domestic Science work, and rooms for the Lady Principal comprise the first and second floors. A fine laboratory room has recently been fitted up in the basement for the Domestic Science cooking school.

Miscellaneous Buildings. — Besides those described, there are three snug dwelling houses for the professors of the College, the horse barn, and barns for the dairy herd. A dairy building has been begun, and rendered suitable for making butter by the latest and most scientific methods; a greenhouse for growing and storing plants.

Buildings Needed. — 1. A machine and carpenter shop for the "Mechanic Arts" department, well equipped with machinery and tools. 2. A Horticultural building with museums and laboratories; a building sufficiently large for a botanical museum and laboratory in conjunction with it. 3. Inasmuch as the government requires that military science shall be taught

in the land-grant colleges, a drill hall is of paramount importance, especially during that portion of the College year when drilling on the campus is out of the question. This building could be used for an auditorium, a gymnasium, and a variety of purposes directly connected with the physical well-being of all the students. 5. A boarding hall with a well-appointed kitchen above ground, apartments for the steward and his servants, and a large, well-lighted dining-room for both sexes. 6. Dwelling houses with a sufficient capacity to afford comfortable homes for the faculty of the College. 7. A library building with modern appointments for a well-selected and well-arranged library, together with the President's offices and fire-proof vaults on the first floor, and the second floor devoted to a Museum of Art, Natural History, Mineralogy, Geology, etc.

EXPENSES.

"There can be no profit, if the outlay exceeds it."—*Plautus*.

The College gives free tuition and room rent. Each room contains a bed, mattress, study table, and chairs. Students are required to furnish bedding, toilet and table linen, lamps, carpets, rugs, and other things which make rooms comfortable and homelike.

The College furnishes fuel, lights, books, and stationery as nearly as possible at cost prices. Board in the "Boys' Hall" is \$2.75 a week.

Expenses will vary from \$125 a year upwards; but any student, ambitious and economical, may reduce his yearly expenditures to a minimum cost.

At the beginning of each term every student rooming in the College buildings is charged \$40 in advance to meet his College expenses. Day students, a payment in advance of \$10 for books, stationery, etc.

STUDENT LABOR.

"He who would reach the desired goal must, while a boy, suffer and labor much, and bear both heat and cold."—*Horace*.

The College employs students of both sexes and pays them according to their work.

The heads of the different departments superintend the working students. Young men and women who are worthy and faithful can help their parents financially and at the same time learn how to do things pertaining to the farm and the household.

CHURCH ATTENDANCE.

"What greater calamity can fall upon a nation than the loss of worship."—*Emerson*.

All students are required to be present for a short service at the College chapel daily except Saturday and Sunday.

Every student is required to attend the church service on Sunday morning. Voluntary services are held weekly by the Young Men's Christian Association, the Young Women's Christian Association, and also by the Christian Endeavor Society.

The Second Congregational Church of Storrs has assigned one-fourth of its seating capacity for the exclusive use of the College students.

ENTRANCE REQUIREMENTS.

"He who binds his soul to knowledge, steals the key of heaven."—*Willis*.

All applicants for admission to The Connecticut Agricultural College must be citizens of Connecticut, and at least fifteen years of age.

Satisfactory testimonials in respect of good character and previous scholarship from a former teacher, pastor, or neighbor will be required of each candidate.

Candidates may enter an advanced class if, on examination, they are found qualified.

New classes are formed at the beginning of the College year, but students may be admitted at any time by special examination.

Candidates may be admitted on certificate from accredited High Schools, at the discretion of the faculty, if the previous High School work is equivalent to that done by the lower College classes.

Those who enter College under conditions will be required to work off such conditions before advancing to the next year's course.

All candidates for the Short Dairy Course, during the winter term, will be admitted without examination.

A good preparation enhances the College course tenfold. The following subjects will be required for entrance to the Freshman class in 1900:

Arithmetic. — A thorough knowledge of Fractions, Denominate Numbers, Mensuration, Percentage, Discount, Interest, Bonds and Stocks, Square and Cube Root.

Geography. — What is usually comprised in a common school course.

History. — Montgomery's Leading Facts in American History or its equivalent.

English. — Grammar. A fair acquaintance with the parts of speech, the construction of sentences, punctuation, and the use of capitals, and the ability to write correctly.

Reading. — The course prescribed by the New England colleges is recommended to all candidates for the State College.

All examinations must be written, in which the applicant's orthography will be carefully noted.

DEPARTMENT.

"A man should *be* upright, not be *kept* upright." — *Marcus Aurelius.*

The State College was founded for the purpose of providing the fullest and best opportunity for the "Industrial Classes" to secure a practical education. And all students enjoying the

advantages thus afforded should realize fully that to forego these privileges by misuse or abuse is a matter of very serious concern to themselves.

Absence from College invariably interrupts the continuity of the student's work and diverts his attention from the main object for which he attends College. Therefore, parents and guardians are courteously requested not to ask that their sons and daughters be permitted to leave College in term time, except for urgent reasons.

An excuse for leave of absence from College to be valid must be signed by the class officers and delivered to the President of the College, and the student thus excused will be required to make up all deficiencies in study and drill caused by his absence.

All questions of change from the regular course of study, or of dropping studies, shall be referred to the committee on courses of study, and through them to the faculty.

Unexcused absences from College, church, or chapel will be accounted equivalent to two demerits on deportment.

PROMOTION.

"Ignorance is the curse of God,
Knowledge the wing wherewith we fly to heaven."—*Shakespeare.*

Instructors keep a daily record of the standing of each student, based upon a scale of one hundred. The standard for the four grades is sixty, sixty-five, seventy, and seventy-five per cent. for final grade in any subject.

The final grade is determined by averaging three times the term marks plus the test marks, if any, plus the examination marks, if any.

Students who attain in any subject an average term mark of eighty in the Freshman class, eighty-five in the Sophomore class, ninety in the Junior class, and ninety-five in the Senior class shall be exempt from examination in that subject.

Students absent from one-tenth the entire recitations in any subject shall take a special examination in such subject or subjects after due notice has been given.

A failure in two branches will allow a student to pass with the condition that the deficiency be satisfactorily made up before the end of the succeeding term.

A student failing in more than two studies shall drop back to the next lower class or withdraw.

Students intending to graduate shall make up all deficiencies before the spring term of the Senior year.

No student whose College bills are in arrears shall receive a diploma.

PRIZES.

"The conscious utterance of thought by speech or action, to any end, is art."—*Emerson*.

Students of the Junior and Senior classes may contend for the Ratcliffe Hicks prizes. Those who write for these prizes must deliver their essays, type-written, to the President on or before the second Wednesday in April, and no essay will be received after 12 o'clock noon that day.

Each essay shall contain at least fifteen hundred words, and shall be approved by a committee of the faculty appointed by the President of the College.

Such essays as are not approved shall be returned to the writers, and the successful contestants shall be notified at once, that they may prepare themselves to deliver their essays, the second Friday evening in May, from the chapel rostrum before three judges, who shall decide on the best delivery.

The award shall be determined by the marks both for composition and delivery.

The Ratcliffe Hicks prizes for 1899 were awarded to H. D. Emmons, first, \$30; and the second, of \$20, to E. F. Manchester.

Committee of award on English composition, Professor H. R. Monteith, Farmington; Professor F. S. Luther, Trinity College, Hartford, and Professor C. S. Beardslee, Hartford Theological Seminary.

Committee of award on delivery, A. R. Wadsworth, Farmington; Rev. C. F. Stimson, Bridgeport, and Rev. E. A. George, Willimantic.

COURSES OF INSTRUCTION.

"First say to yourself what you would be; and then do what you have to do."—*Epictetus*.

The courses of instruction include class-room work in English and English Literature, Ethics, Mathematics, Physics, Chemistry, Botany, Entomology, Zoology, Geology, Agriculture, Horticulture, Veterinary Science, Domestic Science, and Music; Physical Training in the gymnasium for the young women, and Military Drill for the young men.

The young men of each class, at the beginning of the Senior year, are required to supplement the course with a summer term of six weeks, in order to gain special instruction in certain lines of Agriculture and Horticulture, and in Entomology, which are more available at that season.

ENGLISH.

"Endless are the modes of speech and far
Extends from side to side the field of words."
—*Bryant's Homer's Iliad*.

1. *Preparatory English*. — Four periods a week are given to Preparatory English, including Capitalization, Punctuation, Spelling, Invention, etc.

MR. KNOWLES.

2. *Grammar and Elocution*. — The Freshman and Sophomore classes receive instruction four hours a week in English Grammar, and one hour in Elocution. Technical Grammar and Composition are developed together, both by class instruc-

tion and by instruction with individual students, from Sheldon's Advanced Language Lessons and Curry's Vocal Expression.

MISS BARBER.

3. *Rhetoric*. — Junior class, three terms, three hours a week. Text-books used are Waddy's Elements of Composition and Rhetoric, and Hill's Foundations of Rhetoric, with lectures by the instructor. Critical reviews of books and essays are written by the members of the class, and reading is assigned to each student from week to week.

PROF. STIMSON.

4. *Elocution*. — Junior class, three terms, one hour a week, with individual instruction for the technique of delivery. Curry's Vocal Expression is used as a text-book.

PROF. STIMSON.

SENIOR COURSE.

"The man who is fond of books is usually a man of lofty thought and elevated opinions."—*Dawson*.

1. *English Literature*. — Fall and winter terms, three hours a week, and one comprehensive essay, each term. The writing of each student is carefully criticised, with suggestions toward improvement. Introductory lectures on books and reading are given, together with discussions of the masterpieces. The text-books for general study are Brooke's English Literature, Mason's Student's Readings and Questions in English Literature, the Study of English Literature, by Matthews, and George's From Chaucer to Arnold.

PROF. STIMSON.

2. *Elocution*. — Fall term, one hour a week. This course advances from the rudiments of pantomimic training into the more elaborate parts of the language to the eye. In vocal training it continues the cultivation of the language to the ear.

And, with individual students, carries the co-ordination of these two elements of delivery from the lower to the higher forms of address.

PROF. STIMSON.

3. *Senior Addresses*. — Three during the year, with individual work between student and instructor. Usually six weeks' preparation is given to each address, upon such subjects as are of interest to the speaker, and in the line of his work.

PROF. STIMSON.

4. *Extemporaneous Speaking*. — During the winter and spring terms, members of the class are assigned by the instructor to speak impromptu before the student body, on such subjects, as each may be prepared, out of his own experience, or by reading and study.

PROF. STIMSON.

5. *Ethics*. — Spring term, two hours a week. In this branch Ethics is studied as the Science of Conduct. The students choose special topics in ethical fact, and, after careful study, two weeks before Commencement, present, each, a thesis. Janét's *Elements of Morals* as a text-book forms the basis of class study.

PROF. STIMSON.

HISTORY.

"Examine History, for it is Philosophy teaching by Experience."— *Carlyle*.

1. *American History*. — Three terms, four hours a week. Montgomery's *Leading Facts* is used in class work, supplemented by current topics and historical research.

MR. KNOWLES.

2. *European History*. — Sophomore and Freshman classes, two hours a week during the fall term, and one hour a week in the winter.

Each student is required to bring to the classroom preparation for discussion of assigned topics, questions on the chief

points of the lesson, and what information he has gleaned from investigation. Adams' New European History and Adams' Mediaeval Civilization are used as text-books.

MR. WHEELER.

AGRICULTURE.

"Smoothly and lightly the golden seed by the furrow is covered."—*Goethe*.

1. *Agronomy*. — Two terms, four hours a week. Soils are treated in respect of their properties, improvement by tillage, drainage, irrigation, and fertilization. Practical instruction is given in the food value of crops, methods of planting, caring for, and harvesting crops.

PROF. PHELPS.

2. *Zootechny*. — Four hours a week. Care is taken to gain a practical knowledge of the principles of feeding, care, and management of live stock.

PROF. PHELPS.

3. *Farm Economy*. — Treating of farm management, rural law, business operations relating to the farm, farm machinery, etc. Text-book, Henry's Feeds and Feeding.

PROF. PHELPS.

4. *Laboratory Field Work*. — Including all the leading operations of the farm in their season.

MR. STOCKING, *Farm Superintendent*.

5. *Poultry Industry*. — Winter term, with lectures and practice in incubation, artificial rearing, and selecting the best breeds by a scale of points; feeding, and general principles of poultry management. Text-books in use, Beale's Profitable Poultry-keeping, and Breeding and Feeding Poultry for Profit.

MR. DALLAS.

HORTICULTURE AND FLORICULTURE.

"Now every field and every tree is in bloom,
The woods are in full leaf, and the
Year is in its brightest beauty."—*Virgil*.

1. *Pomology*. — Method of raising and preparing fruits for market; the theory and practice of spraying fruit trees. Text-book used, Thomas' American Fruit Culturist.

2. *Landscape Gardening*. — The application of the principles of landscape art. Text-book used, Long's Ornamental Gardening.

PROF. GULLEY.

CHEMISTRY.

"See plastic Nature working to this end,
The single atoms each to other tend,
Attract, attracted to, the next in place
Formed and impelled its neighbor to embrace."—*Pope*.

1. *General Chemistry*. — Winter term, Freshman class, five hours a week. General principles of Chemistry, with experiments in laboratory. The text-book is Williams' Elements of Chemistry.

PROF. PEEBLES.

2. *Inorganic Chemistry*. — Thorp. Prof. Peebles.

3. *Organic Chemistry*. — Remsen. Prof. Peebles.

4. *Qualitative Analysis*. — Lectures. Prof. Peebles.

5. *Quantitative Analysis*. — Government Methods. Prof. Peebles.

6. *Laboratory Chemistry*. — Volumetric Analysis. Prof. Peebles.

7. *Agricultural Chemistry*. — Lectures. Prof. Peebles.

PHYSICS.

"What does Philosophy impart to man but undiscovered wonders."—*White*.

1. *General Physics*. — Fall term, Junior class, four hours a week. The text-books are Bourgoignon's Physical Problems, and Gage's Physical Laboratory.

Fall and winter term, Sophomore class, two hours a week. The text-book is Wentworth and Hill's Text-book of Physics.

PROF. PEEBLES.

2. *Electricity*. — Spring term, Senior class, five hours a week. Special course.

PROF. PEEBLES.

DAIRYING.

"Come, give us a taste of your quality."—*Shakespeare*.

1. *Short Course*. — Designed to meet the wants of those who feel the need of a better preparation in the art of Dairying. Composition of Milk, Condition of Creaming, Milking for Market, Butter Making, Salting, Packing, etc. Lectures on Breeds and Breeding, Heredity, Atavism, Typical Dairy Cows, etc. Text-book used, Milk and Its Products.

MR. BEACH.

2. *College Course*. — Winter term, Junior class, four hours a week, with laboratory work and keeping records of the herd. Text-books, Milk and Its Products, and Outlines of Dairy Bacteriology.

MR. BEACH.

NATURAL HISTORY.

"Come forth into the light of things ;
Let Nature be your teacher."—*Wordsworth*.

1. *Entomology*. — Summer term, Senior class. Lectures and field work, collections of destructive insects, study of their habits, ravages, and means of prevention.

PROF. KOONS.

2. *Geology and Mineralogy*. — Fall term, Senior class. General principles of the subject, distribution of life upon the earth, coal beds, peat formation, field work among the rocks. Dana's Text-book of Geology Revised is used for class work.

PROF. KOONS.

3. *Ornithology*. — Summer term, Senior class, one period a week. The study aims at a familiarity with the common birds and their economic relations to man, with museum and field work.

PROF. KOONS.

4. *Zoology*. — Senior year, one term. Lectures with collections of illustrative subjects.

PROF. KOONS.

5. *Cryptogamic Botany*. — Senior class, two terms, six hours per week. Laboratory work, supplemented with lectures, treating of fungus diseases, and the physiology of plants. Text-book used is Campbell's Structural and Systematic Botany.

MR. BALLOU.

6. *Botany*. — Freshman class, three terms, five hours a week. Elements of Structural, Systematic, and Physiological Botany. Students are required to prepare herbariums of fifty native wild plants. Text-books, Kellerman's Elementary Botany, Practical Studies in Botany, and Gray's Manual of Botany.

MR. BALLOU.

7. *Anatomy and Physiology*. — Spring term, Sophomore class, five hours a week. Lectures, with a study of the animal cell, the structures of the various tissues and organs of the body and their functions, and the influence that promotes their healthy development. The text-book is Martin's Human Body.

DR. MAYO.

8. *Veterinary Science*. — Fall and winter terms, Senior class, five hours a week. Lectures in veterinary anatomy, general principles of diseases and their treatment, minor surgery, wounds, veterinary obstetrics, hygienic nursing, and the application of domestic remedies.

DR. MAYO.

9. *Bacteriology*. — Spring term, Senior class, five hours a week. Lectures and laboratory work in general principles, relation of bacteria to decomposition, fermentation, contagious and infectious diseases.

DR. MAYO.

ECONOMICS.

"With malice towards none, with charity for all, with firmness in the right, as God gives us to see the right." — *Lincoln*.

1. *Civics*. — Spring term, Junior class, three hours a week. The fundamental principles of the subject are taught, leading up to the comprehension of the facts which underlie citizenship, the constitution, and laws of the State and nation. Martin's Civil Government is used for class work.

PROF. KOONS.

2. *Political Economy*. — Winter term, Senior class, three hours a week. The main topics are treated, the fundamental principles are emphasized, and the economic questions related to the progress and complex conditions of State and nation are considered. Text-book used is Laughlin's Elements of Political Economy.

PROF. KOONS.

MATHEMATICS.

"Whence is thy learning? Hath thy toil
O'er books consumed the midnight oil?" — *Gay*.

1. *Arithmetic*. — Preparatory class, three terms, five hours a week. Principles of arithmetical computation in business are emphasized, and an effort made to secure a foundation for the study of Algebra. The text-book is Walsh's Grammar School Arithmetic.

MR. KNOWLES.

2. *Algebra*. — Freshman class, three terms, four hours a week. The Fundamental Processes of Algebra, Equations, Roots, Powers, Proportion, Progressions, Binomial Theorem, Logarithms, Permutations and Combinations, etc. The text-book is Well's Essentials of Algebra.

MR. WHEELER.

3. *Plane Geometry*. — Sophomore class, three terms, four hours a week. Demonstration of theorems, together with practice in plotting and solving original problems, pace-surveying, and hand-leveling. The text-book is Pettee's *Plane Geometry*.

MR. WHEELER.

4. *Solid Geometry*. — Fall term, Junior class, three hours a week. Lines, planes, solids, and volumes, and calculation of areas by latitudes and departures. The text-book is Wentworth's *Solid Geometry*.

MR. WHEELER.

5. *Trigonometry*. — Winter term, Junior class, three hours a week. Functions of angles, derivation of formulae, solution of right and oblique triangles, and a part of Spherical Trigonometry. The text-book is Wentworth's *New Plane and Spherical Trigonometry*.

MR. WHEELER.

6. *Surveying*. — Winter and spring terms, Senior class, five hours a week. Theory and practice, use of instruments, railroad surveys and curves, field work, computing of earth-work excavations. The text-books are Raymond's *Plane Surveying*, and Searles' *Field Engineering*.

MR. WHEELER.

MECHANICS.

"In every rank, or great or small,
'Tis industry supports us all."— *Gay*.

1. *Carpentry*. — Winter term, Junior and Sophomore classes, three hours a week. The care of tools, both grinding and filing, practice in making joints in woodwork, wood-turning, and the construction of useful articles.

MR. PATTERSON.

2. *Forge Work*. — Winter term, Senior class, six hours a week. The making of chains, chain links, eye bolts, cold chisels, welding, tempering, drawing, upsetting, etc.

MR. PATTERSON.

3. *Mechanical Drawing*. — Winter term, Junior, Sophomore, and Freshman classes, two hours a week. Problems in dimension drawing, drawings of machinery, architectural drawing, etc.

MR. PATTERSON.

DOMESTIC SCIENCE.

"Cookery is become an art, a noble science."— *Burton*.

1. *Cookery*. — Fall and winter terms, Sophomore class, two hours a week. Nutritive value of foods, art of serving, cooking of meats, vegetables, bread, pastry; preserving fruits and jellies, pickle making, etc. The text-book is *The Boston School-Kitchen Text-Book*.

MRS. WHEELER.

2. *Domestic Economy*. — Senior and Sophomore classes, one period a week. Lectures on Hygiene, Emergencies, Home-nursing, Prevention and Care of Contagious Diseases, Nutrition and Chemistry of Foods.

MRS. WHEELER.

3. *Sewing*. — Three years, six periods a week. Plain and hand sewing, hemming, stitching, gathering, darning, mending, etc., dress-making, including cutting and fitting.

MRS. WHEELER.

4. *Laundering*. — Instruction is given in the use of washing powders, starch, bluing, etc., and practice in washing and ironing white and colored clothing, fine fabrics, linens, laces, embroideries, woolens, silks, etc.

MRS. WHEELER.

MUSIC.

"There's music in the singing of the reed;
There's music in the gushing of a rill.
There's music in all things, if men had ears;
Their earth is but an echo of the spheres."—*Byron*.

1. *Piano*. — Half-hour lessons each week, and practice one hour a day. Instruction books are the National Graded Course, and Wagner's First Instruction.

MISS LINCOLN.

2. *Sight-Singing*. — Two terms, Freshman class, one hour a week, spring term optional. The value of notes, the formation of scales, and the theory of music. Cole's Sight-singing and Levermore's Academy Song Book are the text-books in use.

MISS LINCOLN.

MILITARY SCIENCE.

"To be prepared for war is one of the most effectual ways of preserving peace."—*Washington*.

Military drill and recitation in military science are compulsory. No student is excused except on a physician's certificate as to his physical disability. The uniform requirements are navy blue cap, coat, and trousers, costing about \$14. Absences from drill are made up at such times and in such ways as the commandant may determine.

1. *Military Drill*. — All classes, three hours a week during the course. Marching, physical exercises, target practice.

MR. BALLOU.

2. *Drill Regulations*. — Spring term, Junior class, one hour a week. Recitations on U. S. Infantry Drill Regulations.

MR. BALLOU.

EXTENSION DEPARTMENT.

"Human improvement is from within outwards."—*Froude*.

The "Reading Course" has become an important factor among people removed from centers where no libraries exist, and for those who cannot or will not spend time in college for intellectual development. This course rightly begun and persistently followed will prove of great benefit to the State.

COURSE OF STUDY.

FIRST YEAR.

For Women.

Floriculture.
Domestic Science.
General Science.
Botany.

For Men.

Agriculture.
Agricultural Chemistry.
General Science.
Botany.

SECOND YEAR.

For Women.

The Way we did at the Cooking
School.
Hygiene and Physiology, or
Physical Development.
Realm of Nature, Part I.
The Story of Germ Life.

For Men.

The Principles of Fruit Growing, or
Milk and Its Products.
The Spraying of Plants, or
Farmers' Bulletins.
Realm of Nature, Part I.
The Story of Germ Life.

SCHEDULED OUTLINE OF STUDY.

PREPARATORY YEAR.

NOTE.—The numbers refer to the periods per week.

FALL TERM.		WINTER TERM.	
Arithmetic, ...	5	Algebra, ...	4
U. S. History, ...	4	English, ...	5
Physical Geography, ...	2	Botany, ...	4
English, ...	4	Chemistry, ...	5
Singing, ...	1	Mechanical Drawing, ...	2
Military Drill, ...	3	Singing, ...	1
		Military Drill, ...	3
		Rhetoricals.	
WINTER TERM.		SPRING TERM.	
Arithmetic, ...	5	Algebra, ...	4
U. S. History, ...	4	English, ...	5
Physical Geography, ...	2	Botany, ...	4
English, ...	4	Chemistry, ...	2
Singing, ...	1	Military Drill, ...	3
Military Drill, ...	3	Rhetoricals.	
Rhetoricals.			

SOPHOMORE YEAR.

SPRING TERM.		FALL TERM.	
Arithmetic, ...	5	Geometry, ...	4
U. S. History, ...	4	English, ...	5
English, ...	4	Chemistry, ...	3
Physical Geography, ...	2	Agriculture, ...	3
Singing, ...	1	Physics, ...	2
Military Drill, ...	3	General History, ...	2
Rhetoricals.		Military Drill, ...	3
		Rhetoricals.	

FRESHMAN YEAR.

FALL TERM.		WINTER TERM.	
Algebra, ...	4	Geometry, ...	4
English, ...	5	English, ...	5
Botany, ...	4	Physics, ...	2
General History, ...	2	Poultry Industry, ...	4
Drawing, ...	2	Mechanical Drawing, ...	2
Singing, ...	1	Chemistry, ...	2
Military Drill, ...	3	Wood-work, ...	3
Rhetoricals.		Military Drill, ...	3
		Rhetoricals.	

SPRING TERM.

Geometry, ...	4
English, ...	5
Agriculture, ...	3
Cryptogamic Botany, ...	3
Physiology, ...	5
Military Drill, ...	3
Rhetoricals.	
Laboratory Work each term.	

JUNIOR YEAR.

FALL TERM.

Physics, ...	4
Book-keeping, ...	2
Horticulture, ...	3
English, ...	4
Solid Geometry, ...	3
Agriculture, ...	3
Military Drill, ...	3
Rhetoricals.	

WINTER TERM.

English, ...	4
Trigonometry, ...	3
Book-keeping, ...	2
Dairying, ...	4
Horticulture, ...	4
Mechanical Drawing, ...	2
Wood-work, ...	3
Dairy-Laboratory, ...	8
Hort.-Laboratory, ...	6
Military Drill, ...	3
Rhetoricals.	

SPRING TERM.

Chemistry, ...	5
English, ...	4
Surveying, ...	2
Civics, ...	3
Agriculture, ...	3
Zoology, ...	3
Military Drill, ...	3
Rhetoricals.	
Laboratory Work each term.	

SENIOR YEAR.

FALL TERM.

Geology, ...	3
Meteorology, ...	3
Agriculture, ...	3
Veterinary Science, ...	5
English, ...	3
Elocution, ...	1½
Geology-Laboratory, ...	1½

Senior Addresses.

SUMMER TERM.

Entomology, ...	7
Agriculture, ...	3
Horticulture, ...	3
Botany, ...	3
Ornithology, ...	2

DOMESTIC SCIENCE.

FRESHMAN YEAR.

FALL TERM.

Physical Culture, ...	3
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WINTER TERM.

Sewing, ...	1½
Physical Culture, ...	3

SPRING TERM.

Sewing, ...	1
Physical Culture, ...	3

SOPHOMORE YEAR.

FALL TERM.

Sewing, ...	4
Cooking, ...	2
Physical Culture, ...	3

WINTER TERM.

Sewing, ...	3
Lectures, ...	1
Cooking, ...	2
Physical Culture, ...	3

SPRING TERM.

Physical Culture, . . . 3

JUNIOR YEAR.

FALL TERM.

Physical Culture, . . . 3

WINTER TERM.

Physical Culture, . . . 3

SPRING TERM.

Sewing, ... 4

Laundrying, ... 2

Lectures, ... 1

Physical Culture, . . . 3

SENIOR YEAR.

FALL TERM.

Drafting, ... 6

Lectures, ... 1

Physical Culture, . . . 3

WINTER TERM.

Sewing, ... 5

Lectures, ... 1

Physical Culture, . . . 3

SPRING TERM.

Dress-making, ... 4

Lectures, ... 1

Physical Culture, . . . 3

Course.	Term.	Senior Year. Elective Courses.				Optionals, for Laboratory Work.
General.	<i>Winter</i>	Mathematics, 5	English, 3	History, 3	Polit. Ec., 3	Mechanics, or Astronomy.
	<i>Spring</i>	Mathematics, 5	English, 3	History, 3	Electricity, 4	Chemistry, Mechanics, Botany, or Entomology.
Agriculture.	<i>Winter</i>	Mathematics, 5	English, 3	Agriculture, 3	Polit. Ec., 3	Chemistry, or Veterinary Science.
	<i>Spring</i>	Mathematics, 5 Bacteriology, 2	English, 3	Agriculture, 3 Dairying, 3	Electricity, 4 Geology, 4 Mineralogy, 4 Ornithology, 4	Chemistry, Agr. Vet. Sci., Botany, Dairying, or Entomology.
Horticulture.	<i>Winter</i>	Mathematics, 5	English, 3	Horticulture, 5	Polit. Ec., 3	Botany, or Chemistry.
	<i>Spring</i>	Mathematics, 5 Bacteriology, 3	English, 2	Horticulture, 3	Electricity, 4 Plant Diseases, 4	Botany, Chemistry, Entomology, or Hort.

Shop-work and Drill in each course. Mechanics in General Course, extra.
Bacteriology on Fridays in Agricultural and Horticultural Courses.

LIST OF TEXT-BOOKS.

"We owe all the great advances in knowledge to those who endeavor to find how much there is of anything." — *Maxwell*.

American Fruit Culturist, Thomas.
A Text-book of Physics, Wentworth and Hill.
Boston Cook Book, Lincoln.
Composition and Rhetoric, Waddy.
Civil Government, Martin.
Computation Tables, Crandall.
Dairy Bacteriology, Russell.
De Pontibus, Waddell.
Elements of Chemistry, Williams.
Elementary Botany, Kellerman.
Elements of Structural Botany, Campbell.
Elements of Ethics, Muirhead.
Elements of Morals, Janét.
English Grammar, Sheldon.
English Literature, Brooke.
Essentials of Algebra, Wells.
European History, Adams.
Feeds and Feeding, Henry.
Fertility of Soil, Roberts.
Field Surveying, Searles.
Foundations of Rhetoric, Hill.
From Chaucer to Arnold, George.
Gardening for Profit, Henderson.
Grammar School Arithmetic, Walsh.
History of Rome, Creighton.
Inorganic Chemistry, Avery.
Introduction to English Literature, Pancoast.
Introduction to American Literature, Matthews.
Laboratory Manual of Physics, Gage.
Landscape Gardening, Waugh.
Lessons in Vocal Expression, Curry.
Manual of Arms, Caliber .45 and .50.
Mediaeval Civilization, Adams.

Milk and its Products, Wing.
National Graded Course in Music.
North America, Carpenter.
Office Routine and Bookkeeping, Schwartz.
Organic Chemistry, Remsen.
Ornamental Gardening, Long.
Physical Mathematics, Bourgougnon.
Physiology and Hygiene, Martin.
Plane Geometry, Pettee.
Plane Surveying, Raymond.
Political Economy, Laughlin.
Practical Forestry, Fuller.
Practical Studies in Botany, Kellerman.
Profitable Poultry-Keeping, Beale-Weld.
Qualitative Chemistry, Lectures.
Quantitative Chemistry, Evans.
Realm of Nature, Mills.
Soils and Crops, Hunt and Morrow.
Solid Geometry, Wentworth.
Stock Breeding, Miles.
The Academy Song Book, Levermore.
Text-book of Geology, Dana-Rice.
Text-book on Roads and Pavements, Spalding.
The Soil, King.
The Transition Curve, Crandall.
Trigonometry, Wentworth.
U. S. History, Montgomery.
U. S. Army Infantry Drill Regulations.

COMMENCEMENT EXERCISES.

WEDNESDAY, JUNE 14, 1899.

10.00 o'clock A. M., at the College.

PROGRAMME

Part I.

1. MUSIC ; Orchestra, Overture, "Morning, Noon, and Night," *Suppe*
2. PRAYER.
3. MUSIC : Orchestra, . . . "Polish Dance." *Scharwenka*
4. ARTHUR FRANKLIN GREEN, . . . "The Farm and the Mine"
5. SELMA ALIDA CARLSON, ... "Dress "
6. FRANK DEXTER CLAPP, ... "Beautiful Grounds "
7. ROSCOE HOSKINS GARDNER, "Compulsory Student Labor "
8. IRVIN EDSON GILBERT, ... "The College and the Shop "
9. MUSIC : Glee Club, . . . "A Cradle Song." *Harrington*
10. GEORGE MELVILLE GREENE,. "The College Library "
11. IDA LOUISE HOBBY, ... "The Flowers "
12. WILLARD WHITAKER JAMES, ...
. "The Coming of the Electric Cars "
13. ELSIE SOPHIA LEACH, ... "Good Music."
14. EDWARD FRANCIS MANCHESTER, "Our Representatives "

Part II.

15. MUSIC : Orchestra, "Overture to Zampa," *Herold*
16. WILLARD ERNEST MASON, ... "The Nicaragua Canal"
17. GEORGE HARRY MINER, "Combating Bovine Tuberculosis"
18. WILLIS MILLS NETTLETON, ... "College Athletics"
19. MUSIC : MISS MARGARET McREYNOLDS, "My All,"
 *Carl Bohm*

20. BERTHA MAY PATTERSON, "The Study of Entomology"
 21. CLARENCE DWIGHT SMITH, "Experiment Station Bulletins"
 22. BENJAMIN HOVEY WALDEN, . "The Japanese Plum"
 23. MUSIC: Glee Club, "Dried Apple Pie," . . . *Beswick*
 24. CASSIUS WAY, ... "Our Country"
 25. ELMER CLINTON WELDEN, . . . "Sowing Seed"
 26. KATHERINE ROSETTA YALE, ... "The Tried and the Untried Receipt"
 27. MUSIC: Orchestra, "Whistling Rufus," . . . *Mills*
- Honor positions on the programme given for } 1st—KATHERINE R. YALE
highest standing during the College Course. } 2d—ARTHUR F. GREEN

AFTERNOON EXERCISES.

2.30 o'clock.

MUSIC.

COMMENCEMENT ADDRESS.

"Put Yourself in His Place," REV. CHARLES M. LAMSON, D.D.
MUSIC, ... *Miss Margaret McReynolds*
"Creole Love Song."

CONFERRING DIPLOMAS.

AWARD OF THE RATCLIFFE HICKS PRIZES.

MUSIC.

CLASS MOTTO, *Esse Quam Videri.*
CLASS COLORS, Maroon and White.

ENTRANCE EXAMINATION.

1899.

 ARITHMETIC.

Add $\frac{3}{4}$ of 3 $\frac{1}{2}$ to 6-7 of 1 $\frac{4}{5}$.

Multiply .05279 by 76.25.

Divide .314 by 1.785.

A surveyor's chain has 100 links and is 66 ft. long. What decimal of a foot is the length of each link?

What is the cost of fencing a rectangular field 185 $\frac{1}{2}$ ft. long and 123 $\frac{1}{4}$ ft. wide, if the fence costs \$0.50 a yard?

A bicycle geared at 72 goes as far in one complete turn of the pedals as a wheel whose diameter is 72 inches. How many feet will such a bicycle go at each turn of the pedals?

A hundred dollar share of bank stock sells for \$155, and pays a dividend of 8 dollars per year. If the buyer pays \$1.50 tax on the share, what per cent. net profit does he receive on his investment?

Find the interest of \$125, from June 16, 1899, to March 25, 1900, at 6%, at 4%?

Find the square root of 86.9432.

Add :—

8	7	6	9
2	7	4	3
9	9	6	5
8	6	5	4
9	7	9	8
4	8	8	7
3	4	4	1
2	3	3	2
7	2	4	9
6	9	7	8
5	7	8	7
2	4	9	7
9	8	2	6
8	9	3	4
4	6	7	5
0	3	5	3
1	2	6	9
9	9	8	6

ENGLISH.

Spell, punctuate, and capitalize correctly what the examiner dictates. Analyze, or diagram, the following sentences.

We never make a new word till we have made a new thought.

Life had long been astir in the village, and clamorous labor knocked with its hundred hands at the golden gates of the morning.

Education is learning the rules of the game of life.

In the above sentences, parse the words : — “astir”, “its”, “is”.

Also, “learning”, “rules”, “clamorous”.

Tell the difference in meaning between “rise” and “raise”.

Write a sentence containing the verb “was” followed by a personal pronoun.

HISTORY.

Compare the Colonists of Massachusetts with those of Virginia?

What was the turning point of the Revolution, and why?

What territory has been gained by the United States since the Revolution?

What effect had the protective tariff upon the feeling between the North and South?

What effect did negro slavery have upon the white people of the South?

What is meant by state sovereignty?

What has caused business panics in the United States?

What was the cause of the war of 1812?

Give a half-page account of Benedict Arnold.

Give a half-page account of Robert E. Lee.

GEOGRAPHY.

Draw a map of Connecticut, and write on it the counties, indicating their positions.

Bound the town in which you live, and tell what you can about its products.

How would one go from your home to the Philippine Islands? Through what large cities would he pass? States? Countries?

What and where are the following, and for what are they noted? Paris, Yukon, Chesapeake, Nicaragua, Santiago, St. Petersburg, New Orleans?

Give the names of three seaports in South America; tell what country each one is in, and how each is situated?

ROSTER OF STUDENTS.

Post-Graduates.

Carlson, Selma Alida, . . .	Vernon, Tolland Co.
Clapp, Frank Dexter, . . .	East Windsor, Hartford Co.
Gardner, Roscoe Hoskins, . . .	Rocky Hill, Hartford Co.
Gilbert, Irvin Edson, . . .	Deep River, Middlesex Co.
Green, Arthur Franklin, . . .	Mansfield, Tolland Co.
Hobby, Ida Louisa, . . .	Mansfield, Tolland Co.
James, Willard Whitaker, . . .	North Windham, Windham Co.
Leach, Elsie Sophia, . . .	Plymouth, Litchfield Co.
Mason, Willard Ernest, . . .	Mansfield, Tolland Co.
Manchester, Edward Francis, . . .	Bristol, Hartford Co.
Miner, George Harry, . . .	Vernon, Tolland Co.
Nettleton, Willis Mills, . . .	Washington Depot, Litchfield Co.
*Patterson, Bertha May, . . .	Storrs, Tolland Co.
Smith, Clarence Dwight, . . .	Westminster, Windham Co.
Walden, Benjamin Hovey, . . .	Scotland, Windham Co.
Way, Cassius, . . .	Gilead, Tolland Co.
Welden, Elmer Clinton, . . .	Scotland, Windham Co.
Yale, Katherine Rosetta, . . .	Meriden, New Haven Co.

Senior Class.

1900.

Baldwin, Frederick Joseph, . . .	Watertown, Litchfield Co.
Bishop, Edwin Stanley, . . .	Clintonville, New Haven Co.
Brown, Marie Carrie, . . .	Vernon Center, Tolland Co.
Edmond, Herman Deane, . . .	Westminster, Windham Co.
Emmons, Harry David, . . .	Plymouth, Litchfield Co.
Grant, Gertrude Eliza, . . .	Mount Hope, Tolland Co.
Hall, Hester Clarice, . . .	Willington, Tolland Co.
Jacobson, Anna Christina, . . .	Gurleyville, Tolland Co.
Karr, Irving Charles, . . .	West Haven, New Haven Co.
Latimer, Edith Sara, . . .	West Simsbury, Hartford Co.
Latimer, Lena Eliza, . . .	West Simsbury, Hartford Co.
Lyman, John Bowers, . . .	East Hampton, Windham Co.

*Married Harry Lucien Garrigus, 1903, Nov. 29, 1899.

Mason, Christie Jennie, . . .	Mansfield, Tolland Co.
Mason, Eva Belle, . . .	Mansfield, Tolland Co.
Nason, Edna Mabel, . . .	Gurleyville, Tolland Co.
Osmun, Albert Vincent, . . .	Danbury, Fairfield Co.
Squire, Hanna Bertha, . . .	Storrs, Tolland Co.
Williams, Horace George, . . .	East Hartford, Hartford Co.

Junior Class.**1901.**

Barnes, Jessie Rebecca, . . .	Collinsville, Hartford Co.
Blakeslee, Joseph Howard, . . .	Plymouth, Litchfield Co.
Brown, Edwin Pike, . . .	Vernon Center, Tolland Co.
Case, Clarence Norton, . . .	Hartford, Hartford Co.
Cox, Harold Wiggins, . . .	Woodstock, Windham Co.
Dimock, William Wallace, . . .	Merrow, Tolland Co.
Downing, Theodore Francis, . . .	North Windham, Windham Co.
Fairchild, Charles Wentworth, . . .	Nichols, Fairfield Co.
Kuzirian, Elia Tom, . . .	Storrs, Tolland Co.
Plumb, Frederick Henry, . . .	Nichols, Fairfield Co.
Pratt, Frederick William, . . .	Deep River, New London Co.
Thorpe, Walter Franklin, . . .	North Haven, New Haven Co.
Vallett, John Hamilton, . . .	Uncasville, New London Co.

Sophomore Class.**1902.**

Bushnell, Howard Linden, . . .	Danielson, Windham Co.
Carpenter, John Skinner, . . .	East Hampton, Windham Co.
Clark, Alfred Byron, . . .	Beacon Falls, New Haven Co.
Clark, Arthur Nathaniel, . . .	Old Saybrook, New London Co.
Crowell, Stephen Mills, . . .	Middletown, Middlesex Co.
Dewey, Levi Terry, . . .	Wapping, Hartford Co.
Farrell, John Joseph, . . .	Storrs, Tolland Co.
Freeman, Vera Estelle, . . .	Spring Hill, Tolland Co.
Goodrich, Elizabeth Emily, . . .	East Hampton, Windham Co.
Gorton, Alfred Carl, . . .	New London, New London Co.
Harvey, Leslie Ford, . . .	Minortown, Litchfield Co.
Hollister, George Herbert, . . .	Washington, Litchfield Co.
Jackson, Frederick Augustus, . . .	Storrs, Tolland Co.
Lamson, George Herbert, Jr., . . .	East Hampton, Windham Co.
Mason, Daisie May, . . .	Mansfield, Tolland Co.
Olin, Jennie Maude, . . .	Plainfield, Windham Co.
Twing, James Byron, . . .	Wallingford, New Haven Co.
Watrous, Helen Eunice, . . .	Cambridgeport, Mass., 183 Colum-
Wheeler, Laura Josephine, . . .	Trumbull, Fairfield Co. [bia St.

Freshman Class.**1903.**

Conger, Anna Martha, . . .	Storrs, Tolland Co.
Foubert, Charles Leon, . . .	Danbury, Fairfield Co.
Garrigus, Annie Belle, . . .	Wolcott, New Haven Co.
Garrigus, Minnie Belle, . . .	Wolcott, New Haven Co.
Hale, Moseley, . . .	South Glastonbury, Hartford Co.
Hauck, Arthur Charles, . . .	Spring Hill, Tolland Co.
Herold, Gertrude Marie, . . .	Terryville, Litchfield Co.
Johnson, David Chester, . . .	Bridgeport, Fairfield Co.
Koons, Grace Elizabeth, . . .	Storrs, Tolland Co.
McLean, Frank Samuel George, . . .	South Glastonbury, Hartford Co.
Mitchell, Warren Elliott, . . .	New Haven, New Haven Co.
Noack, Hugo Rudolph, . . .	Stamford, Fairfield Co.
Pierpont, Morton Elbert, . . .	Waterbury, New Haven Co.
Quintana, Antonio de, . . .	Pinar del Rio, Cuba.
Shaffer, Harry Cecil, . . .	Derby, New Haven Co.
Stocking, Wilbur Foshay, . . .	Weatogue, Hartford Co.
Storrs, Ada May, . . .	Spring Hill, Tolland Co.
Walters, George Edward, . . .	Bridgeport, Fairfield Co.

Special Class.

Buell, Robert Ellis, . . .	Gilead, Tolland Co.
Dresser, Bertha May, . . .	Bristol, Hartford Co.
Flint, Georgiana Elizabeth, . . .	Storrs, Tolland Co.
Hotchkiss, Luella, . . .	Prospect, New Haven Co.
Hughes, Hilda Bertha, . . .	Storrs, Tolland Co.
Lambert, Annie Moylan, . . .	Unionville, Hartford Co.
Schaffrath, William, . . .	Waterbury, New Haven Co.

Preparatory Class.

Akers, Ella Margaret, . . .	Mansfield, Tolland Co.
Akers, David Lawrence, . . .	Mansfield, Tolland Co.
Bosworth, Clarence Hawes, . . .	Mansfield, Tolland Co.
Crandall, Louis Edgar, . . .	Center Groton, New London Co.
Harding, Dora Imogene, . . .	Lyme, New London Co.
Preston, Miles Bailey, . . .	Hartford, Hartford Co.
Richardson, Clayton Everett, . . .	West Willington, Tolland Co.
Richardson, Clarence William, . . .	West Willington, Tolland Co.
Shurtleff, Dwight Knowlton, . . .	West Ashford, Tolland Co.
Smith, Lionel Gerardo, . . .	Cardenas, Cuba.
Snow, Walter Garfield, . . .	Mansfield Depot, Tolland Co.
Southwick, Clara Marie, . . .	Mansfield, Tolland Co.
Storrs, Gilbert Holland, . . .	Spring Hill, Tolland Co.
Woodward, Sherman Prindle, . . .	Bethany, New Haven Co.

Short Dairy Course.**1899.**

Briard, Frank, ...	Thorndale, Pa.
Cook, Henry, ...	Waterbury, Conn.
Fitts, John N., ...	East Windsor Hill, Conn.
Garrigus, Harry L., ...	Waterbury, Conn.
Kimberly, Karmi, ...	West Goshen, Conn.
Palmer, Charles L., ...	Storrs, Conn.

1900.

Bidwell, Albert F., ...	Canton Center, Conn.
Canfield, Samuel M., ...	South Britain, Conn.
Cass, Henry E., ...	Waterbury, Conn.
Griffiths, John E., ...	Moosup Valley, R. I.
Hitchcock, Lewis B., ...	Waterbury, Conn.
Kohles, Herman, ...	Fitchburg, Mass.
Marion, Frederick L., ...	North Woburn, Mass.
Southwick, Walter A., ...	Mansfield, Conn.
Whitehead, Joseph F., ...	Washington Depot, Conn.
Wikoff, D. W., ...	Meriden, Conn.

Poultry Course.**1900.**

Parker, Lucien, ...	South Coventry, Conn.
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Summary.

Post-Graduates, ...	18
Senior Class, ...	18
Junior Class, ...	13
Sophomore Class, ...	19
Freshman Class, ...	18
Special Class, ...	7
Preparatory Class, ...	14
Dairy Students, ...	16
Poultry Students, ...	1
Total, ...	124

CLASS OFFICERS.

1900.	H. D. Emmons, ...	President.
1901.	E. T. Kuzirian, ...	President.
1902.	A. B. Clark, ...	President.
1903.	F. S. G. McLean, ...	President.

COLLEGE ORGANIZATIONS.

Eclectic Literary Society.

This Society holds weekly meetings for the purpose of improvement in writing and speaking. Original papers, declamations, and *ex tempore* debates are the principal features of its regular programs.

OFFICERS.

H. D. Emmons,	.	.	.	President.
H. D. Edmond,	.	.	.	Vice-President.
F. H. Plumb,	.	.	.	Secretary.
I. C. Karr,	.	.	.	Corresponding Secretary.
F. W. Pratt,	.	.	.	Treasurer.
S. H. Crowell,	.	.	.	Marshal.

Alethia Society.

This Society is composed of young women, for literary improvement, and offers a weekly program of readings, essays, criticisms, and social functions.

OFFICERS.

Anna C. Jacobson,	.	.	President.
Gertrude E. Grant,	.	.	Vice-President.
Georgiana E. Flint,	.	.	Secretary.
Helen E. Watrous,	.	.	Marshal.
Marie C. Brown,	.	.	First Director.
Jennie M. Olin,	.	.	Second Director.
Jessie R. Barnes,	.	.	Third Director.

College Shakespearean Club.

This club, like the above, has for its object the mental culture of its members. Weekly programs of declamations, essays, and debates afford an ample field for the exercise of literary ability and oratorical genius.

OFFICERS.

H. D. Williams,	.	.	.	President.
J. H. Blakeslee,	.	.	.	Vice-President.
T. F. Downing,	.	.	.	Corresponding Secretary.
W. W. Dimock,	.	.	.	Secretary.
R. S. Buell,	.	.	.	Treasurer.
F. J. Baldwin,	.	.	.	First Director.
E. P. Brown,	.	.	.	Second Director.
A. B. Clark,	.	.	.	Third Director.

C. A. C.

Natural History Society.

This scientific society was organized February 25, 1898, and is composed of faculty and students, for the furtherance of study in Natural History. The members usually meet bi-monthly.

OFFICERS.

F. J. Baldwin,	.	.	.	President.
Edith S. Latimer,	.	.	.	Vice-President.
A. V. Osmun,	.	.	.	Chairman of Committee.

Young Men's Christian Association.

The Young Men's Christian Association is organized by the students for the promotion of Christian fellowship among its members, and for the purpose of raising a higher standard of manhood among all students.

OFFICERS.

F. J. Baldwin,	.	.	.	President.
H. D. Edmond,	.	.	.	Vice-President.
J. H. Blakeslee,	.	.	.	Corresponding Secretary.
Prof. C. S. Phelps,	.	.	.	Recording Secretary.
H. G. Williams,	.	.	.	Treasurer.

Young Women's Christian Association.

"Earth's noblest thing, a woman perfected." — *Lowell*.

OFFICERS.

Edith S. Latimer,	.	.	.	President.
Marie C. Brown,	.	.	.	Vice-President.
Gertrude E. Grant,	.	.	.	Secretary.
Lena E. Latimer,	.	.	.	Treasurer.

COLLEGE PAPER.**C. A. C. Lookout.**

(Published Monthly.)

H. D. Emmons, '00,	.	.	Editor-in-Chief.
A. V. Osmun, '00,	.	.	Business Manager.
T. F. Downing, '01,	.	.	Assistant Manager.
Mr. H. A. Ballou,	.	.	Treasurer.
J. H. Blakeslee, '01,	.	.	College Notes.
H. D. Edmond, '00,	.	.	Athletics.
F. J. Baldwin, '00,	.	.	Alumni Notes.
L. F. Harvey, '02,	.	.	Exchanges.

STUDENTS' ORGANIZATION.

H. D. Emmons,	.	.	President.
E. S. Bishop,	.	.	First Vice-President.
J. H. Blakeslee,	.	.	Second Vice-President.
A. B. Clark,	.	.	Secretary.
T. F. Downing,	.	.	Treasurer.

Students' Council.

E. S. Bishop,	.	.	President,
R. E. Buell,	.	.	Vice-President.
A. B. Clark,	.	.	Secretary.
J. H. Vallett,	.	.	Marshal.

C. A. C. ATHLETIC ASSOCIATION.

H. D. Edmond,	.	.	President.
T. F. Downing,	.	.	Vice-President.
L. T. Harvey,	.	.	Secretary and Treasurer.
W. W. Dimock,	.	.	Keeper.

Football Team, '99.

J. H. Blakeslee,	.	.	Captain.
T. F. Downing,	.	.	Manager.
H. D. Emmons,	.	.	Center.
H. D. Edmond,	.	.	Right Guard.
L. T. Harvey,	.	.	Left Guard.
H. G. Williams,	.	.	Right Tackle.
J. B. Twing,	.	.	Left Tackle.
J. H. Blakeslee,	.	.	Right End.

H. D. Edmond, . . .	Cadet First Sergeant
J. C. Karr, . . .	Cadet Q.-M. Sergeant.
A. V. Osmun, . . .	} Cadet Sergeants.
H. D. Emmons, . . .	
J. B. Lyman, . . .	
H. G. Williams, . . .	
W. W. Dimock, . . .	} Cadet Corporals.
F. H. Plumb, . . .	
C. W. Fairchild, . . .	
E. P. Brown, . . .	

ALUMNI ASSOCIATION.

Arthur J. Pierpont, '95, . . . President.

Charles R. Green, '95, . . . Secretary.

M. Hibbard Parker, '93, . . . Treasurer.

One Vice-President is elected from each class upon graduation.

ALUMNI.

1883.

Fred Birge Brown,	Lumber Dealer,	Mobile, Ala.
Charles Spencer Foster,	Buffer,	Terryville, Conn.
Henry Richard Hoisington, Jr.,	Farmer,	Coventry, Conn.
Burke Hough,	Chair Mfr.,	Gardner, Mass.
Arthur Sherwood Hubbard,	Emp'd in Mfy.,	Glastonbury, Conn.
Andrew Keith Thompson,	Express Agent,	New Haven, Conn.

1884.

Clifford S. Barnes,	Farmer,	Burlington, Conn.
Jerry Lincoln Fenn,	Lawyer,	Hartford, Conn.
Frank S. Hubbard,	Emp'd in Mfy.,	Winsted, Conn.
Andrew Hyde,	Vet. Surgeon,	Norwich, Conn.
Fred C. Leavens,	Farmer,	Wauregan, Conn.
Samuel Q. Porter,	Farmer,	Panora, Iowa.

1885.

Robert A. Ayer,	Lumberman,	Olympia, Wash.
Horace S. Eaton,	Farmer,	Fairfax, Vt.
Frank E. Fenner,	Merchant,	Waterbury, Conn.
Archer C. Ford,	Orchardist,	Grand Pass, Oregon.
Royal E. Myers,	Medicine,	Baltimore, Md.
Isaac B. Wakeman,	R. E./D. & Bkr.,	149 Broadway, N. Y.

1886.

John H. Atkins,	Farmer,	Middletown, Conn.
Eugene A. Bailey.*		
Edgar S. Blair,		Address not known.
Wilbur L. Chamberlain,	Farmer,	West Brookfield, Mass.
Fred T. Coe,	Bookkeeper,	93 Camp St., Meriden, Conn.
John H. Gardner, Jr.,	Vet. Surgeon,	Norwich, Conn.
Henry R. Hayden, Jr.,	Architect,	Northampton, Mass.

* Died Sept. 18, 1895, at Loveland, Col.

Selden W. Hayes,	As't Prin. F. Sch.,	Hartford, Conn.
Bruce Hough,	Chair Mfr.,	West Gardner, Mass.
Edgar J. Leavenworth,	Farmer,	Ansonia, Conn.
John B. Perry,	Farmer,	Clark's Falls, Conn.
Arthur L. Reed,	Forem. on Farm,	Mansfield Depot, Conn.
Fred A. Robinson,	Dentist,	Shanghai, China.
Ira B. Smith,	Salesman,	Pensacola, Fla.

1887.

Dexter E. Hall,	Salesman,	Box 1382, Merid'n, Conn.
William J. Irwin,	Emp'd in Mfy.,	15 Oak St., Hartford, Conn.
William S. Lee,	Farmer,	Hanover, Conn.
Sidney H. Perry,	Salesman,	Danielson, Conn.
Edward F. Weed,	Supt. of R. E.,	Rowayton, Conn.
John W. Yeomans,	Emp'd in Mfy.,	Hopedale, Mass.

1888.

Willette Lincoln Alley,	Butcher,	Banksville, Conn.
Wesley Roswell Coe,	Instr. at Yale,	2 Hillhouse Ave., New Haven, Conn.
Henry Bacon Hubbard,	Bookkeeper,	21 Orman Place, Brooklyn, N. Y.
George Henry Knowles,	Gardener,	Ellington, Conn.
Keeney B. Loomis,	Farmer,	So. Manchester, Conn.
Harry Lincoln Quinlin.*		
Charles William Roberts,	Farmer,	Middletown, Conn.
Clarence Henry Savage,	Farmer,	Storrs, Conn.
Charles Augustus Wheeler,	Instructor,	Storrs, Conn.

1889.

Merton Chapman,	Nurse,	Groton, Conn.
Samuel Hart Deming,	Cream Gatherer,	Box 24, Farmington, Conn.
Fred Alfred McKenzie,	Emp'd in Mfy.,	Atlantic Screen Co., Hartford, Conn.

1890.

Ernst Hamilton Brandt,	Mgr. Rub. Wks.,	18 South St., Mt. Vernon, N. Y.
Merrill Everett Brown,	Shipping Clerk,	68 Huntington St., New London, Conn.

* Died Feb. 24, 1893, at Newfield, Conn.

Charles James Gilmore,		Address not known.
Wilbur Lionel Goodenough,	Salesman,	Winchester Center, Conn.
Latham Hull,	Stock Breeder,	No. Stonington, Conn.
John Hunter Lacke,	Lawyer,	177 Montague St., Brooklyn, N. Y.
Carlton Elbert Lane,	Grain Dealer,	481 E. Main St., Meriden, Conn.
Clarence Bronson Lane,	Asst. in Ex. Sta.,	New Brunswick, N. J.
George Neth,	Electrician,	59 Seymour St., Hartford, Conn.
Charles Backus Pomeroy, Jr.,	Farmer,	Willimantic, Conn.
Robert Garland Shepard,		Address not known.
Adolph Carl Sternberg,	Fruit Grower,	West Hartford, Conn.
Willis LeRoy Wetmore,	Farm Supt.,	Winchester, Conn.

1891.

Herbert Porch Caldwell,	Salesman,	234 Putnam St., Hartford, Conn.
Charles Vibert Chandler,	Grocery Clerk,	South Windsor, Conn.
Walter Ernest Cummings,	Farmer,	Spring Hill, Conn.
James Sumner Fowler,	Fruit Grower,	Florida.
John Carter Frisbie,	Farmer,	Southington, Conn.
Alfred Herbert Griswold,	Mechanic,	New Britain, Conn.
Arthur Gilbert Hall,	Salesman,	104 So. Colony St., Meriden, Conn.
Harry Grant Manchester,	Farmer,	Sta. A, Winsted, Conn.
George Henry Merwin,	Farmer,	Greenfield Hill, Conn.
Fred Rosebrooks,	Farmer,	Willimantic, Conn.
Walter Lyman Rosebrooks,		So. Coventry, Conn.
Charles Herbert Vibert,	Farmer,	Meriden, Conn.
Allen Rice Yale,	Farmer,	Meriden, Conn.

1892.

Charles George Allen,	Bookkeeper,	Turnerville, Conn.
Seth Herbert Buell,		Oberlin, Ohio.
Aaron William Fenn,	Farmer,	Plymouth, Conn.
Henry Edward French,	Salesman,	Hartford, Conn., care Dodge & Brewer.
George Henry Hall,	Salesman,	Manchester, Conn.
Walter Holden,	Salesman,	6 Franklin St., Norwich, Conn.
Walter Francis Schultz,		103 Woodland St., Hartford, Conn.
Herbert Edmund Warner,	Asst. & Stu. in San.,	Battle Creek, Mich.

1893.

Earnest Treat Beard,	Farmer,	Milford, Conn.
Walter Harley Bishop,	Farmer,	North Haven, Conn.
Charles Henry Brimble,	Y. M. C. A.,	150 Allyn Street, Hartford, Conn.
Frederick William Darnstedt,	Electrician,	Broad Street, Hartford, Conn.
William Bailey Dayton,	Farmer,	Plantsville, Conn.
Walter Morgan Dunivan,	Clerk,	21 Cooper Street, Brooklyn, N. Y.
Charles Wells Eddy,	Civil Engineer,	Simsbury, Conn.
Edward Blodgett Fitts,	Farmer,	N. Lebanon Center, N. Y.
William James Frey,	Bookkeeper,	Box 306, Hartford, Conn.
Martin Moore Frisbie,	Farmer,	Southington, Conn.
Harvey Clark Harrison,	Farmer,	Northford, Conn.
Martin Hibbard Parker,	Farmer,	So. Coventry, Conn.
Frank Curtis Osborne,	Merchant,	Pier 14, East River, New York City.
Homer Gurley Sperry,	Farmer,	Bolton, Conn.
Walter Arnold Warren,	Asst. in Hort. Dept.,	Storrs, Conn.

1894.

Charles H. Brimble,*		150 Allyn St., Hartford, Conn.
Hobart James Brockett,	Farmer,	Montowese, Conn.
Seth Herbert Buell,*		Oberlin, Ohio.
John Carter Frisbie,*	Farmer,	Southington, Conn.
Harvey Clark Harrison,*	Farmer,	Northford, Conn.
Martin Hibbard Parker,*	Farmer,	So. Coventry, Conn.
Louise Jane Rosebrooks,	Housekeeper,	Storrs, Conn.
Walter Francis Schults,*		Madison, Wis.
Anna Mabel Fitts, neé Snow,		E. Windsor Hill, Conn.
Herbert Edmund Warner,*	Student and Asst. in Sanitarium,	Battle Creek, Mich.
Walter Arnold Warren,*	Asst. in Hort. Dept.,	Storrs, Conn.
Nellie Louise Bingham, neé Wilson,		Mansfield, Conn.

1895.

Francis Ariel Bartlett,	Farmer,	Simsbury, Conn.
Martin Moore Frisbie,*	Farmer,	Southington, Conn.
Charles Robert Green,	Mailing Clerk,	161 Seymour Street, Hartford, Conn.
George Ransom Hall,	Employed in Mfg.,	Hartford, Conn. Care Veeder Mfg. Co.

* Post Graduates.

Arthur Joseph Pierpont,	Farmer,	Waterbury, Conn.
Arthur Edward Shedd,	Farmer,	Preston, Conn.
William Alonzo Stocking,	Instructor,	Storrs, Conn.
Arthur Hatch Sturdevant,	Farmer,	Bridgewater, Conn.
Albert Buckingham Tyler,	Farmer,	Bristol, Conn.

1896.

Howard Grant Barber,	Teacher,	Union, Conn.
Grace Emily Eddy,* neé Blakeman,	Housekeeper,	Simsbury, Conn.
Olive Nicholson Clark,	Housekeeper,	Old Saybrook, Conn.
Albert Ernest Coles,	Housekeeper,	Rockfall, Conn.
Clayton Theron Curtis,	Farmer,	E. Glastonbury, Conn.
John Harry Evans,	Clerk,	Thompson, Conn.
Ethel Eugenia Freeman,	Clerk,	Chaplin, Conn.
Olcott Frederick King,	Clerk,	South Windsor, Conn.
Grace Edith Snow,	Teacher,	Jewett City, Conn.
Leroy Minor Tucker,	Farmer,	Middletown, Conn.
Ernest Henry Waite,	Clerk,	Middletown, Conn.

1897.

Harry E. Atwood,	Farmer,	Kensington, Conn.
Robert D. Beardsley,	Clerk,	Plymouth, Conn.
Frederick N. Buell,	Soldier 3d Regt.,	Conn. Vols.
Fred F. Bushnell,	Student,	Ithaca, N. Y.
Francis Comber,	Clerk,	Elmwood, Conn.
John N. Fitts,	Fireman,	Storrs, Conn.
Charles L. Foskett,	Farmer,	Winsted, Conn.
Erma L. Fuller,	Teacher,	Mansfield, Conn.
Albert C. Gilbert,	Asst. in Chem. Lab.,	Storrs, Conn.
Arthur O. Green.†		
Grove H. Johnson,	Lecturer,	Winchester Center, Conn.
Victor E. Luchinni,	Clerk,	Boston, Mass.
Harry B. Luce,	Farmer,	New Britain, Conn.
Benjamin S. Taylor,	Farmer,	So. Glastonbury, Conn.
Dennis Julian Burgess,	Student,	Willimantic, Conn.
Charles Sydney Chapman,	Foreman,	Shelton, Conn.
Charles Stoddard Francis,	Farmer,	Newington, Conn.
Harry Lucian Garrigus,	Farm Supt.,	Woodbine, N. J.
Walter Stanley Gillette,		North Haven, Conn.

* Married Nov. 9, 1899.

† Died April, 1898, at Hartford, Conn.

Willis Nicholas, Hawley.*		
Herbert Kirkpatrick,	Asst. Exp. Sta.,	Storrs, Conn.
Edwin Shepard Mansfield,		North Haven, Conn.
Herman Frederick Onthrup,	Teacher,	Middletown, Conn.
Joseph William Pincus,	Instructor,	Woodbine, N. J.
Max Schaffrath,	Bookkeeper and Typewriter,	
		Exp. Sta., Storrs, Conn.
Clinton Gold Smith,	Supt. of Grounds,	Spelman Seminary,
		Augusta, Ga.
George Ernest Smith,	Surveyor,	Derby, Conn.
Norman James Webb,	Machinist,	Plymouth, Conn.

Graduates, upon changing their address, are requested to communicate with the President of the College, that the above list may be kept up to date, and the aid of class secretaries and all others is solicited, that the list may be properly revised each year.

SUMMARY.

Whole number of students graduated up to 1900, one hundred and sixty-six, of whom twelve are women.

Farmers, ...	65	Salesmen, ...	8
Manufacturers, ...	8	Clerks, ...	10
In Trade, ...	4	Dentist, ...	1
Buffer, ...	1	Signal Service, ...	1
Express Agent, ...	1	Electricians, ...	2
Lawyers, ...	2	Civil Engineer, ...	1
Vet. Surgeons, ...	3	Lecturer, ...	1
Medicine, ...	1	Liveryman, ...	1
R. E. Dealer and Broker, ...	1	Soldiers, ...	2
Bookkeepers, ...	5	Nurse, ...	1
Architect, ...	1	Students, ...	4
Teachers, ...	12	Housekeepers, ...	5
Mechanic, ...	1		

* Died at Philadelphia, November 19, 1898. First Sergeant, Company H, Third Regiment, Connecticut Volunteers.

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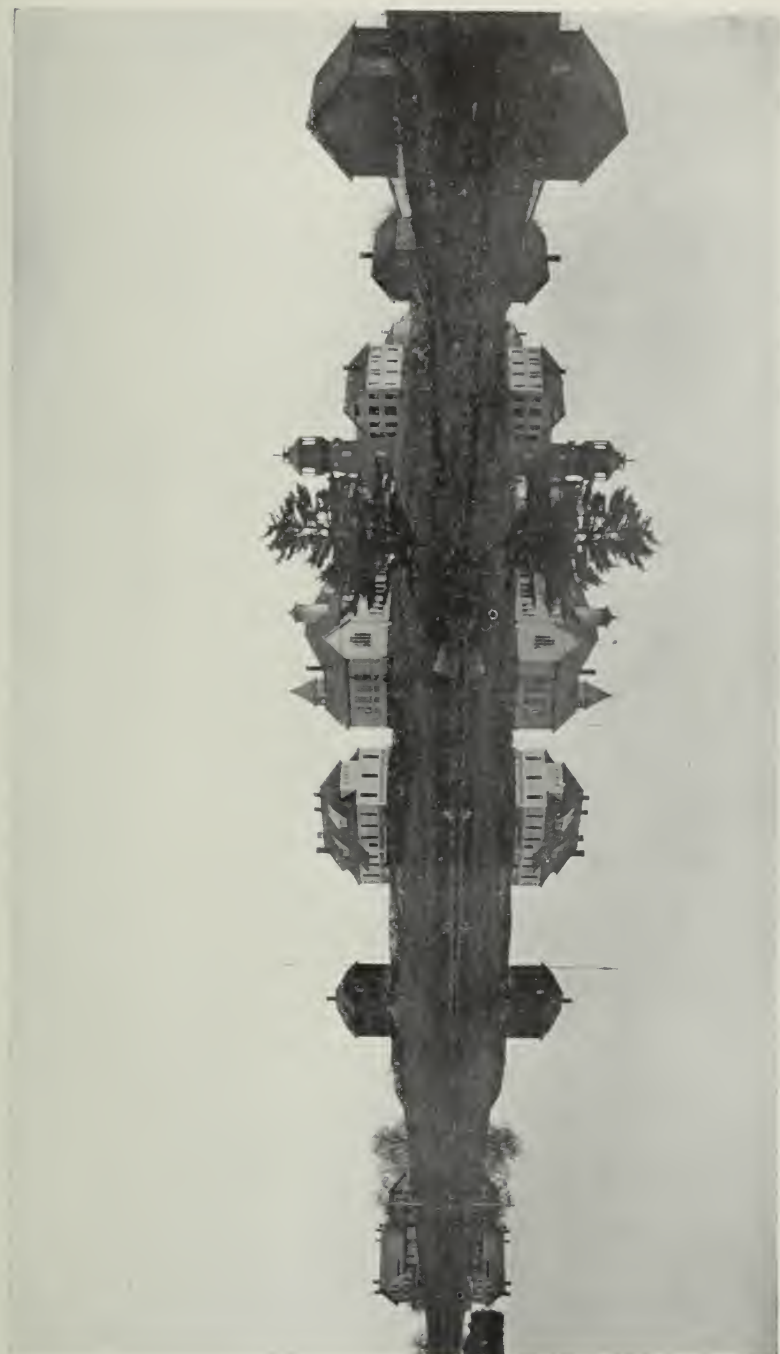
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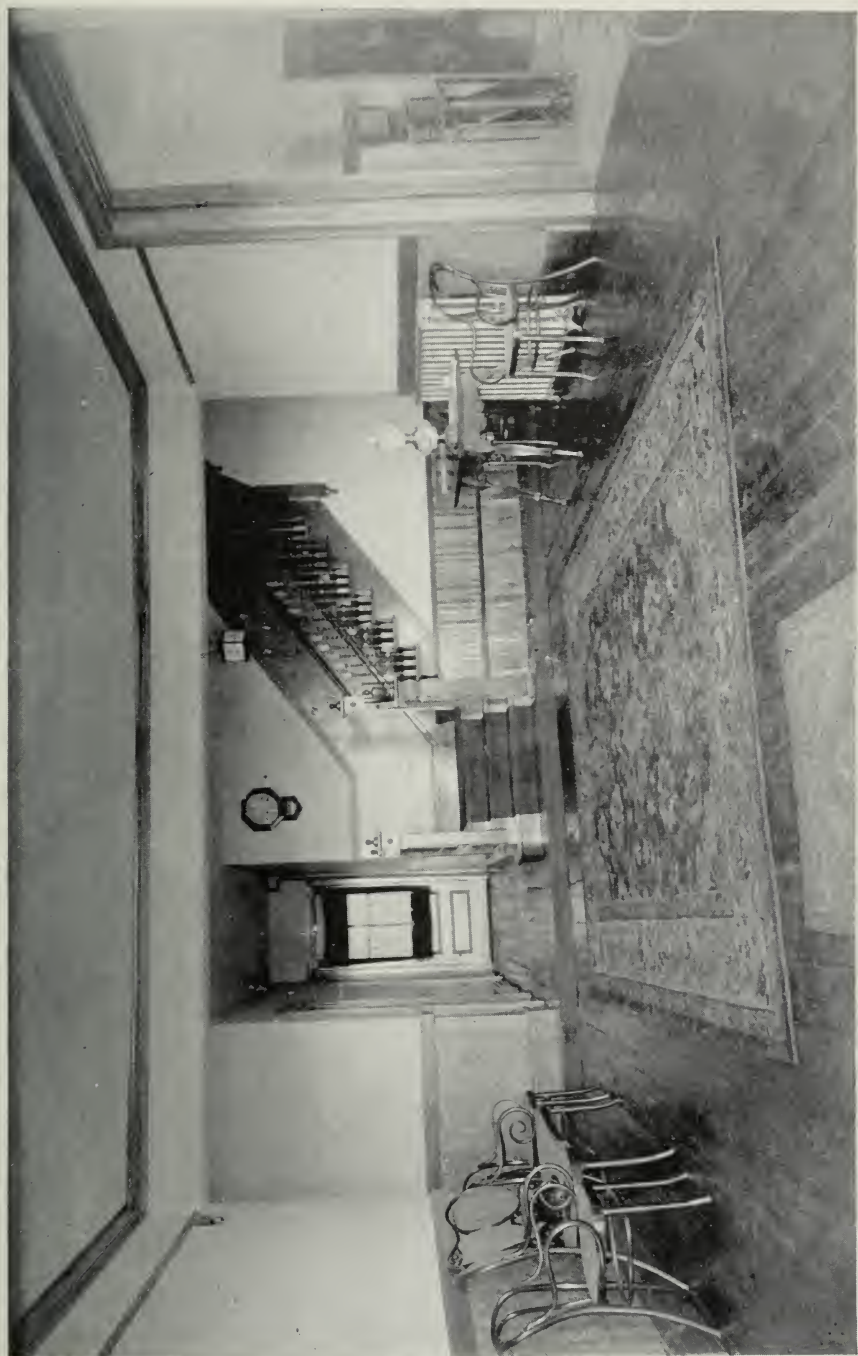
CONNECTICUT COLLEGE — REAR VIEW



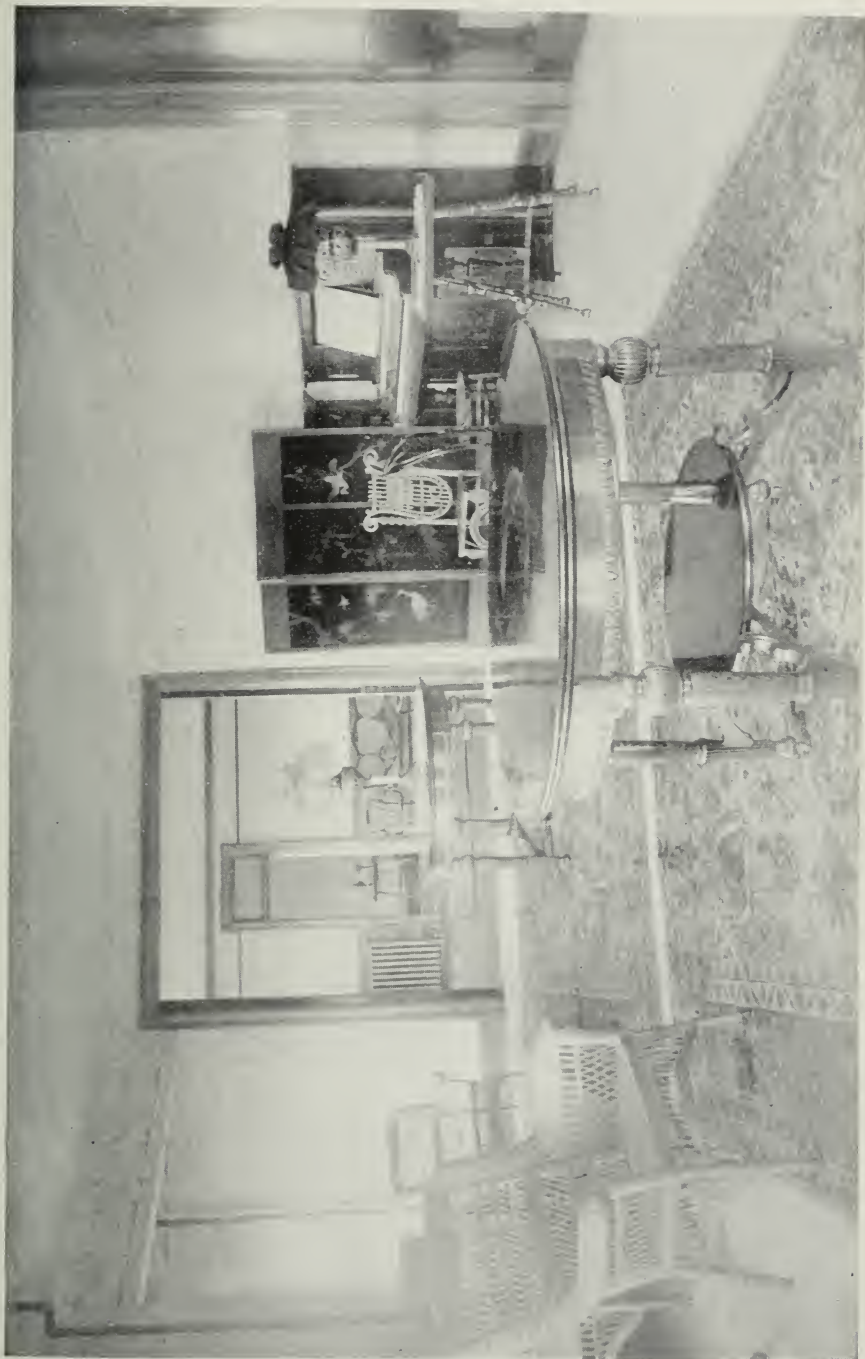
REAR VIEW WITH LAKE - 1848



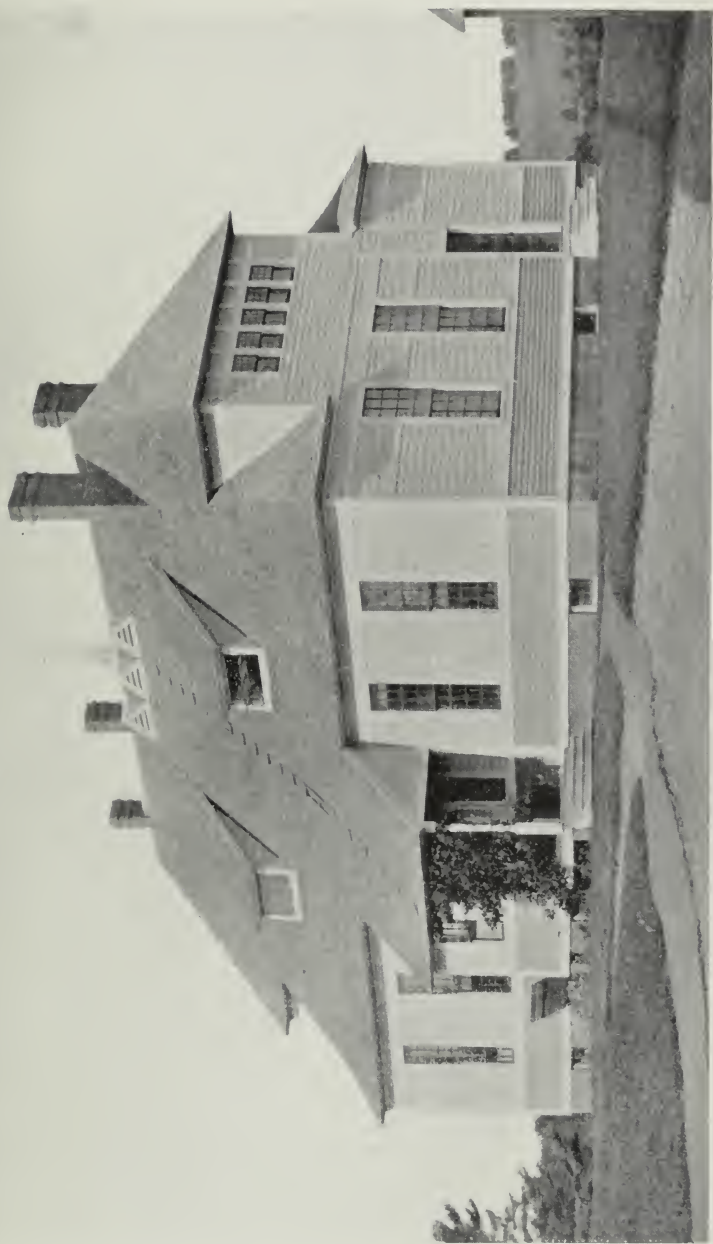
GROVE COTTAGE



GROVE COTTAGE ENTRANCE HALL



GROVE COTTAGE - PARLOR



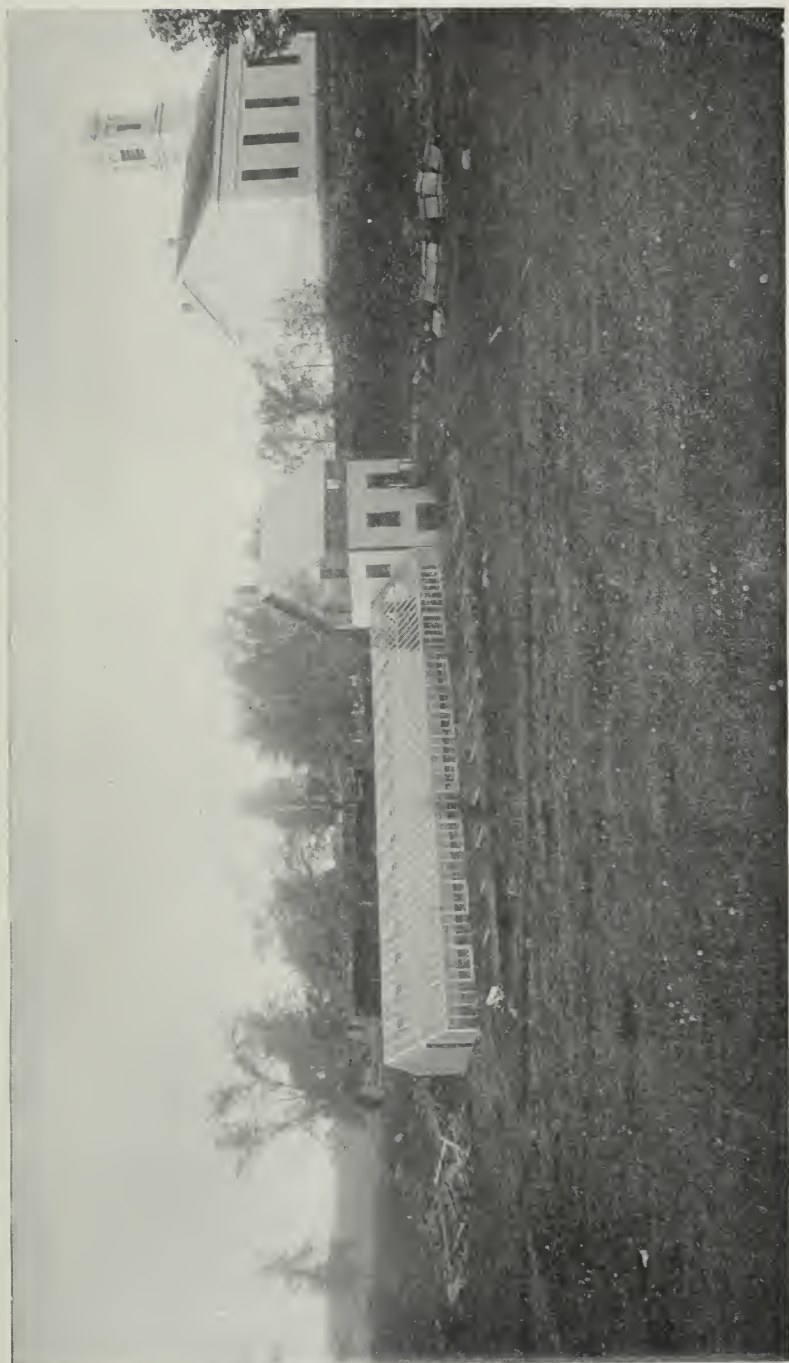
CHEMICAL LABORATORY



INTERIOR OF CHEMICAL LABORATORY



DRAWING CLASS



GREENHOUSE



INTERIOR OF GREENHOUSE



COTTAGE No. 2, ERECTED 1898.



COLLEGE CADETS



FOOTBALL TEAM



FARM HOUSE AND BARN



CONNECTICUT COLLEGE HERD -- 1898

UNIVERSITY OF ILLINOIS-URBANA



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